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ABSTRACT

This monograph comprises 14 essays by practicing principals outlining their predictions and projections for the administration of schools in the 1980's. Some of the essays reflect conservative, others imaginative, thinking. However, all are based on years of practical experience in school administration and reflect the candid thinking of these educational leaders on the facts of life for education: decreasing student population, less mobile school staffs, and limited supplies of monies for operating schools. (Author/EA)

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The 80's Where Will The Schools Be ?

EA 006 410

The Responses of 14 Principals

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Foreword

The future has a fascination that is unmatched. From man's earliest beginnings, he has fantasied about tomorrow and tomorrow. It's a concept that's all engrossing. Authors have capitalized on this proclivity, mesmerizing millions with the innumerable possibilities that the future holds.

Men everywhere have speculated on the 1980s, primarily because of George Orwell's widely read *1984*. Time is relentless and that decade and year are now within reach. Suddenly the 1980s no longer seem to be so distant that we can't bring them into realistic focus.

Schools, always the subject of change-agents, are the favorite target of many predictors and forecasters. They searchingly question: Will half our secondary school students be in independent study programs by 1985? Will the Carnegie Unit be dead in 1980?

As we experiment today with some new and some refurbished concepts such as open schools, flexible scheduling, extended school year, individualization, differentiated staffing, and non-graded schools, we have to ask ourselves how far the pendulum will swing before we return to rediscovering other wheels.

For this monograph, we decided to go to the practicing principal for the answers to where schools will be in the 1980s. Too often we search out the philosopher and theorist to look into the palms of education. The principal, we feel, has a better grasp of what is and what can be in the schools. He works daily with the facts of life: that the student population is decreasing, that school staffs are less mobile than five years ago, and that the supply of money for operating the schools is limited.

We feel the essays in this monograph, outlining the predictions and projections of 14 principals who are administering a variety of schools, have much to say. Some are conservative, some are imaginative—all are based on years of practical experience in school administration and reflect the candid thinking of educational leaders. We commend their thinking to your serious reflection.

Owen B. Kiernan
NASSP
Executive Secretary

The Eighties:
Theory and Application

Denney G. French
Principal, Richmond Sr. HS
Richmond, Indiana

IN MANY WAYS 1980 seems far away, yet it will be here in six short years. To prognosticate what secondary schools in general, and my high school in particular, will be like in 1980 might best be left to the Jeanne Dixons.

It is easy for one to speculate that dynamic changes will occur, that innovations will abound, that more than adequate funding will be available, that optimum conditions will prevail, that social and economic conditions will be stable, and that students, teachers, administrators, board members, and patrons will all be supportive of a 1980 high school utopia projected by a particular writer.

But I shall attempt to be realistic in predicting what the educational program at my high school will be like in 1980. Our three-year comprehensive high school, consisting of 2,350 students, serves as the only high school for our community of 45,000. Our school population fits well into the normal curve of intelligence distribution. Eleven percent of the school population is black and, like many high schools, we experienced a racial crisis two years ago which forced the school to close for a week.

The community, for its size, is rich in culture. The school district with an enrollment of 12,000 students has not experienced any major teacher-board strife. The district also is one of a few debt-free corporations in the state; in fact, last year a new natatorium, two new elementary schools, and two major junior high renovation projects were completed.

We will need to remind ourselves when planning, programing, and evaluating that teachers and administrators are humans, not machines.

With the advent of more objective accountability for educational programs, we will witness more emphasis being placed upon curriculum study and evaluation. Educational philosophies and objectives will become much more realistic, and courses in different departmental areas that duplicate each other will be eliminated. Accountability for programs and knowledge of PPBS will have become common among teachers as well as administrators. Though accounting for, and a better evaluating of, programs is long overdue, educators must constantly guard against measuring the many intangible benefits of education by mere dollars and cents. We will need to remind ourselves when planning, programing, and evaluating

that teachers and administrators are humans, not machines.

Students will have more input into the 1980s curriculum. Already they have had a significant voice in our English program by helping to determine content and by electing courses to meet their own requirements. The phase-elective idea will spread to most curriculum areas. Teachers and students will welcome this because it provides more variety and opportunities for both teachers and students.

High school administrators and teachers in 1980 will have to be willing to prepare for and accept less rigidity in school operation. Confining students to 30′ x 30′ cubicles for the greater part of a school day is passé. Flexibility and adaptability by teachers and administrators will be a must. Also, more pressure will be placed upon them to be creative, not creative in the sense of manufacturing whims, but rather a creativity that will truly bring out the best, educationally, in carrying out course objectives.

By 1980, we will be cooperating more extensively with business and industry and the community. Though we have long realized that learning is not limited to the confines of brick walls, we have been slow to move programs and personnel into non-school environments. Expanded work-study programs and independent study will help keep students in school, will free the school facilities for other uses, and will soundly be meeting the "needs" of many students in our comprehensive school.

We have a four-year private college, a two-year state college, and a state-supported technical college in our community. Though only a few high school students are now enrolled concurrently at these institutions, by 1980, we will find much more of this activity. We will also find we will be recommending that the state semester requirements be waived for an increasingly larger number of students who desire early college admission.

The impact of electronics and television will be more noticeable in our school by 1980. Closed circuit television will help to meet our needs for more team-teaching and for providing more programs via an inter-departmental approach. More programed materials using tapes and visual materials will be available.

However flexible programs and requirements for graduation may be by 1980, high schools will not be permitted to graduate students who have not learned basic skills such as reading.

Graduation requirements will remain essentially the same in 1980, but with specific course restrictions and requirements. More freedom will be granted by the state department of education for experimental programs tailored to meet the needs of local school districts.

However flexible programs and requirements for graduation may be by 1980, high schools will not be permitted to graduate students who have not learned basic skills such as reading. Court rulings have demanded and will probably continue to demand that students show mastery of the basics. High schools cannot continue to graduate students while placing the blame for their inadequacies upon elementary and junior high schools. If the schools cannot employ specialists to deal with such remedial problems, these services should be contracted out to private concerns which can accomplish the task.

Just as today's high school graduate is better educated than his father, the high school graduate in 1980 will be much better prepared to encounter the world of work and further education. Better curricular and instructional programs, better

prepared teachers, better facilities, and wider opportunities are components of that better preparation. But to have outstanding teaching, teacher aides must be provided. Local school districts will have to make provisions for funding such services if federal monies cease to be available.

The high school principalship will not differ greatly in 1980 from what it has been traditionally. If anything, it will be a more demanding position. The principal will have to become more skilled in directing the curricular and instructional program. As more accountability is demanded of him for the curricular program, he will find it necessary to be more cognizant of the inputs and outputs of such.

The principal of 1980 will be more closely aligned with central office administrators in a team-approach to administration than he is today. He also will be exposed to more management concepts borrowed from the business field. But, most importantly, the principal will have to be an educational leader and an educational change agent, rather than a building coordinator.

By 1980, we may see whole administrative teams hired for buildings. Though we continually hear about the team approach to administration, much time is wasted while a principal forms a team out of the building administrators who were already employed when he obtained his position. True accountability for administrators could be more easily attained if the principal could bring his own team with him, much like the college football coach who moves to a university.

The classroom teacher in 1980 will feel more pressures from both administrators and peers to be more productive in curriculum and instruction.

Extracurricular activities will come into their own in 1980! Though we will continue to have the standard clubs and activities, we will observe more *ad hoc* groups dealing with school problems and with political, social, and economic concerns. Although school philosophies have consistently mentioned the importance of extracurricular activities, too much control by the principal has hindered their development.

1980 will see additional services being provided by the high school: guidance and counseling services, student legal services, alternative programs, and evening school opportunities. Part-time attendance will be commonplace. The dropout will continue to concern administrators, but the options available to him will be greater than ever before.

The classroom teacher in 1980 will feel more pressures from both administrators and peers to be more productive in curriculum and instruction. New teachers will continue to be better prepared, yet the school will have to provide adequate time for in-service activities and teacher planning. Administrators will have to recognize the diversity of teaching loads and make provisions accordingly.

Master contracts will be common in 1980. This should not cause undue alarm to the principal, for his powers and roles need not be usurped. The results of such compacts can strengthen both the teacher and principal if approached in a positive vein.

I believe the aforementioned statements reflect realistically what can be accomplished in my school. Some high schools in different parts of the United States will be able to adopt more liberal and innovative programs; others will be much more traditional. As principals, we are obliged to pursue and dream and not remain stagnant; for, if we do otherwise, we will be performing as coordinators rather than educational leaders.

Directions for Learning– We Have the Tools

E. J. Duffy
Principal, Glenbrook North HS
Northbrook, Illinois

THE HISTORY of education should record the decade of the Sixties as the era which initiated more attempts to change the structure of secondary education than any previous period. A new breed of educational leader and the availability of funds were responsible for this ferment.

As we approach the mid-Seventies, the logical question now being asked is, "So what?" Where are we in education today as a result of these events of the Sixties? How many suggested changes actually occurred as compared with the total number of secondary schools? How many educational experiments fell victim to community pressure, teacher resistance, or administrator exhaustion? What happened to the innovations that did survive? Did education improve as a result of them? Have they been evaluated? Responses to these questions are being demanded from the educational innovators. Many fear this demand because they don't have adequate answers.

Recent innovations cannot be assessed easily because few have any kind of program against which to be measured. They can't be compared to traditional programs; their goals are too different.

The innovations haven't been adequately evaluated. Recent innovations cannot be assessed easily because few have any kind of program against which to be measured. They can't be compared to traditional programs; their goals are too different.

The common characteristic of innovations has been their recognition that each individual possesses unique needs, interests, abilities, and aspirations; and that education will function best when individual differences are dealt with. The recognition of these facts has developed into a philosophy labeled "individualized learning."

Next, for those who feared that individualized learning might become synonymous with a dehumanized independent study program, the additional ingredient of humanization was added. Finally, to be sure that the innovative programs would be unique in all ways for the individual, the factor of personalized learning became a dimension. Then the theory was propounded that specifying the learning outcomes

would make measurement of learning easier. Thus, performance objectives became an additional component of the revised instructional programs of the Sixties.

The result of these philosophies, theories, and in some cases legislative pressures (such as state-mandated performance objectives for accountability purposes) created an era of secondary education programs that could be labeled "individualized, personalized, humanized learning through a performance based curricula." In actuality, probably no one school encompassed every ingredient of such a program, but most innovative schools adopted some of them. Yet, the goal for all of the secondary schools is and continues to be identical. That goal is to provide the best possible educational program to meet the unique needs of every student.

Because no valid method has been discovered to measure the quality of these innovations, the next question is: "Did the innovations meet the goals of the schools which attempted them?" The answers to that question have been varied. While many schools make great success claims, others are retreating to the traditional practices. Some instructional leaders of the Sixties find themselves confused in the Seventies. Their knowledge of past educational practices and their brief adventures with innovations have convinced them that returning to traditional teaching is a denial of the new data on the nature of human learning. Yet, many are dissatisfied that the promised results of recent innovations are still not evident. They don't like the forward steps; they don't want to go backward. What is the alternative? They move straight and forward, directly into what should be the most exciting and, more appropriately, the most sensible educational era of them all—the Eighties.

Many educators are frightened by their new life in a fishbowl, and the national stress upon accountability compounds this fear.

The revolutionary Sixties now provide educators with many solutions for the next decade. Two major lessons have been learned. One is that every problem which ever existed in education has been identified. Learning problems which were hidden in the more traditional approaches to education became clearly visible in innovative programs. When students were given unstructured time, many couldn't use it judiciously. When students were self-paced, many didn't take any paces. When students were given options for selecting their learning style, several chose none. Why? We can't be satisfied with such answers as "they aren't ready" or "they lack maturity."

The fact is that too many students are not and have never been motivated to learn. Neither the methods for learning nor the content of the learning ever motivated some students. We also must accept the fact that many students are unable to learn because they don't have the proper learning skills. Instructional problems also have become more visible. Team teaching, continuous progress, performance-based objectives and varied learning activities all revealed the various strengths and weaknesses of individual teachers. Even the ability of the school principal to fulfill his role has been placed under scrutiny.

Many educators are frightened by their new life in a fishbowl, and the national stress upon accountability compounds this fear. However, this new visibility should not threaten the educator; rather it should be welcomed by him as the greatest vehicle for educational reform ever devised. In the past, education was always criticized for its inability to improve itself. But it couldn't improve because its

problems were never identified well enough to be attacked. They have been identified now.

The second lesson that can be learned from the innovative Sixties is that secondary schools can break down many of the traditional organizational barriers to educational reform. Organization of time, schedules, room sizes, facility arrangements, media use, academic record keeping, grading, reporting, and study halls were but a few of the bastions of traditional education that fell victim to the reforms of the Sixties. The degree to which these changes were "good" or "bad" is insignificant. What is significant is that they happened. Barriers were broken!

These are the vehicles which can pave the way toward the secondary schools of the Eighties. *The visibility of today's educational problems* and *the knowledge that barriers to change can be broken.*

Subjects as they have been traditionally organized don't make sense in terms of students' needs for today and tomorrow.

Specifically, the most crucial educational problems which have been revealed include:

1. Too many students are not motivated to learn. Required learning seems purposeless to them. They perceive themselves as passive receivers. Motivating students toward learning is the most difficult task of the teacher.
2. Too many students lack the basic learning tools necessary for becoming life-long learners. They are unable to assume the responsibility for learning how to learn—a necessity for survival in a world of rapidly changing knowledge.
3. Each student possesses his own unique learning style and yet is required to adapt to whatever style the school imposes upon him. At this point, individualization in most schools refers only to rates of and resources for learning. The learning itself is not individualized.
4. Most students lack a personal relationship with the teacher as a human being.
5. Traditional staffing arrangements impede efficiency in most individualized educational programs.
6. Learning strengths and weaknesses in the abilities of students are not identified or properly utilized when they are diagnosed.

These are some of the major educational problems which the secondary educator of the Seventies and Eighties must resolve. At least, we have identified the problems. For purposes of solving them, the strategy of the Sixties can be used: tear down traditional barriers.

One major deterrent to progress that remains is the departmentalizing of the high school curricula into separate entities. Although attempts were made to eliminate this problem through core curricula programs several years ago, or more recently by combining departments for supervisory purposes, these efforts can only be labeled as "tokenism."

The change must start at the very beginning. Subjects as they have been traditionally organized don't make sense in terms of students' needs for today and tomorrow. Better ways to reorganize learning into subject areas must be discovered. In order to accomplish this, I asked myself what I personally learned that I had to know or what I did not learn that I wish I knew in order to function best in society. The answers to these questions provided what I consider to be

the six subjects today's high school student should learn. They are:

1. *Communication.* It is essential that man be able to communicate. Communication takes many forms. In addition to the basic communication skills of reading, writing, speaking, and listening, we must recognize that there are other forms of communication. Much, but not all, of math is a language and actually a study in communication. Some of the study of art and music is actually communication. Foreign language study contains many elements of communication. All those aspects of these existing subjects which are concerned with communication should be separated from their present area of study and combined into one major subject—*Communication.*
2. *Human Relations.* In today's increasingly complex society, man must begin to recognize that he must learn to relate to and better understand his fellow man. This subject could embrace the broad area of the study of men in foreign cultures as they are now studied in subjects such as history of world civilization, foreign languages, and art. The focus of this study would then narrow until it centered upon man in society and ultimately upon man as an individual being.
3. *Environment.* It will be increasingly essential for man to understand, relate to, and perceive all aspects of his environment. This subject would refer to his total environment—ecological, economic, political, sociological, and cultural.
4. *Skills for Survival.* The basic skills which man needs for survival would be the content of this subject. The student actually could learn a specific job skill if the school were equipped to prepare him for that skill. If not, he might use the resources of the community for on-the-job skill training. If either of these services was not feasible for the school to provide, it would be charged with the responsibility of teaching the pre-vocational skills necessary for the student to enter a post high school career training program. Knowledge of domestic skills for home living and home repairs also would be a part of this subject. Other skills for survival which should be included are career selection, consumerism, driver education, personal physical care, health education, and first aid.
5. *Skills for Enjoying Life.* Music, art, and literature for enjoyment, as well as skills for leisure time recreational activities, would become topics for study in this subject. Its contents would be learned by all students, not just a selected few as is the case today.
6. *Educational Expectations.* This subject would include all skills and knowledge which other educational institutions expect high school graduates to know but which may serve little other useful purpose for them throughout their lifetime. The learning exemplified by this subject can often be located in questions asked on the college entrance examinations.

These are six subjects which could replace the existing curriculum organization. This proposed reorganization is only a suggestion for a better framework for curriculum reform because it makes learning appear to be more purposeful than it has been in the past. While overlapping of knowledge is still evident in these subjects, some overlap is always justifiable in terms of reinforcement of learning.

Once the manner in which curriculum could be reorganized is established, the method by which students learn can be clarified. Recognizing that individuals possess unique learning styles, schools must provide for that style which is most appropriate for each student. The greatest inconsistency of philosophy which accompanied the innovations of the Sixties is that all new teaching-learning tech-

niques should be imposed upon all students. This is not individualization. Therefore, a truly individualized educational system for the Eighties would provide the student with "options within frameworks."

One framework could be the six suggested subject areas. None of the proposed subject areas would be partitioned into specialized segments as has been done in the past. The student would progress toward his own learning goals within each subject area at a rate commensurate with his ability which would be diagnosed for the student by specialists. Within these subject areas students and teachers together would establish performance objectives in terms of what is most appropriate for the student to achieve and in terms of the level to which the student would be expected to perform his learning tasks. The focus would be upon what the student learns, not upon where or how a student learns. In order to achieve his learning objectives the student would use those learning resources and activities which previous information has indicated are most appropriate for him.

The greatest inconsistency of philosophy which accompanied the innovations of the Sixties is that all new teaching-learning techniques should be imposed upon all students.

Although subject content would be reorganized, the learning process would remain as the primary learning content. Permeating the entire learning process would be the paramount goals for the student's learning achievement—learning how to learn, to make judicious decisions, to think, to create, and to select a system of values by which he can live and best serve himself and his fellow man. These goals would not change but only be reinforced.

If this is a description of the kind of secondary school we might desire for the Eighties, how will we create it? We do have the tools with which to do it. They were given to us in the Sixties—performance objectives, variable-flexible scheduling, team teaching, non-graded continuous progress curricula, open classrooms, multimedia approaches to learning, among others. These are the tools. We know how to use them but perhaps they have better uses. Now that we have identified our educational problems and clarified our goals, we can use these tools to open the gates which will lead us to the educational paths which can bring us to the purposeful, exciting school of the Eighties.

* * *

Administrator as Auditor

To survive in the 1980's, administrators will conduct "audits" of the school and then assign their administrative team to repair any deficiencies. The administrator who "flies by the seat of his pants" will soon find that the public is no longer receptive to his standard answers to their complaints. He will be expected to provide quantitative answers to his superiors and his public. Teachers will find that administrators are "around" more often. Frequent classroom observations of shorter duration will become vogue.

Brian Cram, *asst. superintendent*
Clark County School District
Las Vegas, Nev.

The Pendulum: How Far the Swing?

Gene A. Thieleke
Principal, Andover HS
Bloomfield Hills, Michigan

WHAT CHANGES in education will we encounter in 1980?

Will we react in the Eighties to the permissiveness of the Sixties by swinging to the extreme right? Will the pendulum swing to that extreme before it stabilizes, or will we utilize the Seventies by combining the volatile Sixties and the quiet Fifties? What about our curriculum, administrative reorganization, classroom instruction, and school organization? Will our school requirements change? If, indeed, the past is prologue, let us hope that we will learn from each swing of the pendulum; and, like the ancient Greeks, prove that moderation can prevail over extremism.

If, indeed, the past is prologue, let us hope that we will learn from each swing of the pendulum; and, like the ancient Greeks, prove that moderation can prevail over extremism.

The only extremism permitted, indeed necessary, should be in the field of curriculum programs. Courses must cover all the extremes—from the college-bound student to the potential dropout. We must reintroduce the classics as well as introduce and enlarge vocational and work experience programs. The world needs more than professionals; it needs mechanics, hairdressers, bakers, key punch operators, bookkeepers, typists, machinists, *ad infinitum*. Technology demands that our youth be able to operate machines either from the mathematics/engineering station or the manual/hands working station.

More students will enroll full-time and part-time in vocational education centers. Because schools can no longer afford to duplicate expensive equipment and materials, teaching vocational courses is more economical in vocational centers or technical schools. These programs will include more apprenticeships than ever before. Heretofore, career education has been one of the goals of secondary schools. In the 1980's career placement will be a *primary* goal. If any area will see significant change, it will be the entire gamut of assisting young people in career planning.

My high school has been a college preparatory institution for years. Certainly, providing placement services for colleges is partially accomplishing one of the career education objectives. However, just placing students in universities is not

enough. We must also do a superior job of training students who opt for futures without college.

If students want to be artists, let's have them work with artists. If students want to be writers, then let them spend part of their high school education working with journalists so they will be better prepared to accept or to reject that career choice. Students who want to enter an engineering school should spend a portion of their high school education with engineering firms, even if only in an exploring or observing capacity.

Vocational education will require tremendous planning and teamwork from schools, industry, professionals, department stores, repair shops, and many other career centers. We have erred by never asking professionals for their assistance in preparing young people for careers.

We will see an expansion of independent study and participation in the community for students of all degrees of intelligence.

The secondary school curriculum will also see changes in the humanities and art programs. More people will demand work in graphics, art, music, and theater.

Just placing students in universities is not enough. We must also do a superior job of training students who opt for futures without college.

Perhaps one of our biggest challenges will be from students who detest school and rebel at the teaching process. We must alter our curriculum for them *without* continuing to babysit for students who are turned off by our present system. Many of our students literally are wasting taxpayers' money, and the general public will not tolerate the fact that programs are not meeting students' needs. These students will spend time in school (and we need to expand their work experience courses). Perhaps a portion of these students will receive an attendance certificate instead of a diploma.

Even though my school has dropped many graduation requirements, such as American history and English, there will be a return to specific standards. In order to meet these standards, teachers must develop courses designed to meet these standards instead of meeting individual or group preferences. Some of these standards include placement of students upon graduation, meeting minimum reading and math competencies, or specific basic skills which may range from several weeks to a year in duration. College freshmen requirements will mandate a return to traditional high school requirements.

Extracurricular activities will be greatly expanded in the area of intramural sports. I am not implying that interscholastic athletics will be eliminated; rather, the athletic arena will be changed. Students will participate in athletics, but will see the importance of intramurals, increased co-educational gym activities, and more instruction in individual sports.

To implement expansion of the intramural program, schools will be required to have parent volunteers for school-sponsored clubs and activities. Why not enlist the aid of parents who have special talents in debate, journalism, musicals, ecology clubs, or coaching?

In the area of administration and school organization, I hope that the dialogue started between teachers and students and administration can continue in a relaxed atmosphere, beneficial to everyone. The administrator is the liaison between the board, the staff, and students and parents.

For years, the high school principal has worked for school boards with unclear

job descriptions. I consider my job to be *well* defined because currently I work under a management-by-objectives contract, which holds me accountable for all decisions and guarantees an excellent evaluation process. I see in the future MBO contracts being used by all principals, assistant principals, counselors, and teachers.

High school principals in the 1980s will be given greater autonomy. With an MBO contract, principals will have greater security for making decisions, increased responsibility from boards of education, and flexibility to experiment and research new programs. We will maintain a system of making people responsible for programs, meeting objectives, and completing required tasks.

High school administration will be reorganized in a manner that will require fewer assistant principals as we know them, although more administrative personnel will perform tasks that assistant principals traditionally have performed. These people will be assigned functions commensurate with their training and qualifications. Some will be bookkeepers, attendance helpers, custodial foreman, hall monitors, data processing specialists; others will be administrative specialists (instructional coordinators), all on varying salary schedules. Principals will be required to assume many more managerial responsibilities with the help of administrative assistants with instructional responsibilities.

One of the most drastic changes will be the resurgence of high school advisory councils. Traditionally, schools have had parent-teacher organizations. Soon, however, I see schools forming parent-staff-student representative advisory councils with principals as their executive officers. The district board of education will continue to be the official elected body needed to provide overall leadership and determine school policies. But the new parent representative advisory council will review policies, implement goals and objectives, perform budget review processes, perform public relations functions, and involve itself in curriculum in great depth. Smaller school boards are necessary to implement district-wide curriculum goals. I do not underestimate the need for district school boards, but I do foresee these boards utilizing the high school councils with more than lip service.

Thus, the future changes in high school organization will bring together teachers, administrators, parents, and students, which should lead to more humanism in education. Humanism will require a considerable amount of reteaching and in-service work in group dynamics. I predict the teacher-counselor concept will increase respect between students and teachers which, in recent years, has diminished greatly.

Many of our students literally are wasting taxpayers' money, and the general public will not tolerate the fact that programs are not meeting students' needs.

The next decade will see fewer individuals entering the teaching profession for a number of reasons. First, the absence of war (let us hope the condition continues); second, the dwindling kindergarten enrollment which results in fewer teaching positions. The colleges will return to a position of better preparing teachers and upgrading entrance requirements. By 1980, technology will replace teachers as the numerators, but I also see humanism as the needed denominator. Another dimension to change will be that teachers will carry numerous or different roles. Some will be lecturers, some will conduct research, others will spend considerable time in the community, others will be tutors for students having difficulty, while others will be coordinators to assure that objectives are being met.

What does this all mean? How will my high school change? I predict school boards holding both the teacher and the principal more accountable for accom-

plishing the basic objectives for courses. Parents, school boards, and even students will also insist upon it. But we will also make *students* more accountable. We will enforce attendance and discipline but within a humanistic realm. Students will need to complete basics or they will not move into the next grade or sequential course. Some courses will be changed into one-week segments or possibly four-week segments, while others will continue to meet once per semester or once per year. The important fact is that students will take courses designed for specific career exploration or awareness, as well as enrichment courses. The elementary and junior high curriculum will be expanded immensely.

I look forward to the administration in the 1980s. I see better trained, more autonomous school principals having the opportunity to conduct research and still be involved with students. Their jobs will be tougher but will be more clearly defined in terms of needs, expectancies, and outcomes.

* * *

Extra- and Co-Curricular Activities

As the amount of leisure time for our society increases, so must we develop interest and facilities for enjoyment and participation. I predict that much of what we consider now as extracurricular activities will become an integral part of the school program. Our students will make use of the community facilities during school hours and the adult population will increase use of the school during the evening hours. With more emphasis on recreation, in the area of the arts as well as athletic activities, within the school day, our students can develop interests which will bring them enjoyment and satisfaction in the later years. Many of the athletic activities that take place in school today have a relevant correlation to other subject areas, and I feel that we will continue to develop in this field.

R. E. Lowery, *principal*
Bishop Carroll HS
Calgary, Alberta, Canada

What If . . . ?
Creating Your School

Dan Kahler
Principal, Oak Park HS
Kansas City, Missouri

HEY, Mr. Principal, are you still a kid? "Whada ya mean?" I ask.

I mean—Do you find yourself cheering, and your stomach butterflies having little butterflies when your school's football team is behind its closest rival 7-6 with a minute to go and your football team has the ball on its 20 yard line? Do you enjoy eating lunch with the students once a week or more? Do you listen to the choir sing and itch to sing along (flat though you may be)? Do you ever talk with teachers about non-school topics such as the time you went skinnydippin' when you were in junior high and got caught with nine of your buddies (all male) by the police? Do you sit in a small group discussion class and hear some of the same ideas you had when you were that age? Can you walk through the gym and pick up a stray basketball to shoot at a nearby (no more than two feet or you are a hotdog) goal?

> Number one priority, then, is finding such adults to work in the 1980 school. The existing market allows principals great choice, so recruiting methods are crucial.

Obviously, if you are still a kid, the answer to all the questions is YES. Now, if you "passed" that test, read on. If you did not, save your time and read another article. This one ain't fer you.

Since only Kid-Principals are reading at this point, let's try a game we all used to play. It's called, "What if?" You remember—What would you do if someone suddenly willed you a million dollars? What would you do if Betty Grable (substitute Racquel Welch if you are under 30) asked you to dinner? What would happen if it really did rain for 40 days and 40 nights (more educational than dreamy if your mind is in the right place)? What would you do if no one were around and you got trapped in quicksand (the ol' survival "what if" game)? What laws would you legislate if alligator teeth were actually made of gold (provocative)?

If you read the preceding paragraph in 15 seconds or less, you may pass GO and collect the doctorate, but you should stop reading this epistle. The true Kid-Principal would ponder his answers to at least a couple of the "What if" questions and take a couple of minutes or more to read that paragraph's 115 words.

Those of you who have struggled through the introduction have now arrived

at the nitty-gritty of this treatise. You are young enough to dream and mature enough to do. So—as a fellow do-dreamer, you are invited to join this writer in a "What if" trip to the future—1980, to be exact. And the question: What would you do as principal if you were (1) allowed a free hand, (2) given an irrevocable five-year contract with more money than you could hope for, (3) provided a random sampling of America's high-school-age young people, and (4) guaranteed the cooperation of the central office and the community?

Granted, the last "What if?" question is unrealistic, impractical, and too dreamy. But, so were other historical hypotheses at one time, such as—What would happen if we wrote a Declaration of Independence? What if we keep sailing west off the coast of Spain? What if we write a proclamation emancipating all slaves? What if women are given the right to vote? What will happen to our young people if a married woman continues teaching?

Whereas some teachers used to preach and prey, teachers in the 1980 setting will practice nearly perfect pedagogy.

Let's return to the 1980 high school you can set up freely. At this juncture it would be interesting to leave two or three blank pages for each reader to describe his own programs, facilities, and people. The results, if published, most certainly would prove that American secondary school educators are imaginative, creative, scholarly, and—most important—pluralistic, in their views on educating youngsters. Let's assume some of you will do that exercise on your own and proceed with the *dream* I wish to realize by 1980.

Start with the people—the adults, that is—who work *with* the students. Many, but not all, have college degrees. All, however, have the following characteristics in common:

- They are happy people. Surely, they have bad moments and tough days, but, to a person, they enjoy living.
- These adults like to be around high-school-age people, not to fill a desire for power, but to help youngsters grow intellectually, physically, and socially.
- They possess a high level of competency in their areas of expertise.

Anyone who *lacks* the above qualities does not belong in our business. Number one priority, then, is finding such adults to work in the 1980 school. The existing market allows principals great choice, so recruiting methods are crucial.

Assuming that our school employs the right people, we move on to what they will do in our high school of 1980. The leader's role should be described first. No person has done this more effectively than has J. Lloyd Trump in his article, "Needed Changes for Further Improvement of Secondary Education in the United States." (*The Bulletin*, January 1969, pp. 117-133.) Trump believes the principal needs to spend most of his time working directly with teachers to improve instruction and learning. Stop reading for a few minutes and reflect on how much communication could be enhanced if the principal *actually did this*.

To accomplish that, however, other people must do the jobs the principal does which keep him from spending most of his time with teachers.

Our 1980 school has "other people" doing these things. Resultantly, Mr. Principal's offices are with the teachers: one month with the English instructors, another month with the science people, and so on. The custodians move his desk (one just like the teachers') each month. The principal, naturally, checks in at the end of each school day with his secretary and meets twice a week after school

with the administrative assistants who are performing the tasks most principals performed in 1974.

The principal meets regularly with a faculty-staff-student-parent group. The group's chief function is evaluating the high school program. Additionally, Mr. Principal spends time (as do members of the group just mentioned, only less frequently) every day rapping with all segments of the school's most important product—the students.

If you wonder what happened to all the time the principal of 1974 had to spend in crisis administration, the answer is simple. The various school programs are well-defined, and each adult knows and practices his role the same way people work in a medical clinic—nurses nurse, receptionists receive, doctors doctor, *ad infinitum*. Which brings us to the other adults in the 1980 secondary school.

Whereas some teachers used to preach and prey, teachers in the 1980 setting will practice nearly perfect pedagogy. That is, they advise, direct, listen to, and react to students, some of whom are their advisees all the way through high school. These same teachers, in concert with members of their subject department, constantly assess and update the curriculum. Implied in assessment is working with members of the community to the extent that students extend theory into practice by spending more and more time outside the school's walls and in the community.

In 1980, all subject matter areas have specific behavioral objectives. Textbooks and other instructional materials are created that way.

To realize these kinds of roles, teachers have adult assistance not traditionally provided. This help is in the form of instruction assistants, student teachers (for *at least* a year), interns (beyond the year of student teaching, but now with partial pay), clerk typists, and carefully screened volunteers. The idea is to have *at least* one adult in the building (off-campus adults are additional to this ratio) for every 10 students. To have fewer adults than this is futile. All major studies of the Twentieth Century have shown the time students spend with parents, relatives, and peer groups accounts for far more learning than the time students spend in school. Therefore, to make a significant change, more adult ego models are necessary.

What about the program? In 1980, all subject matter areas have specific behavioral objectives. Textbooks and other instructional materials are created that way. Every student knows exactly what he must accomplish before he receives his ticket (diploma). The entire program is conceived one way—continuous progress. That is to say, many peer groups may decide to proceed through school together, but each individual has the right to take more or less time if he chooses.

The program changes as the needs of society, of which students are members, change. Professional pedagogical writers put these changes into print. Teachers implement these changes: Teachers are practitioners, not professional curriculum producers.

And finally, the school facilities of 1980 are almost unrecognizable. Instead of spending millions of dollars on a high school "palace" as educators did in 1974, the edifices are modest in cost. They contain few walls, a stain-resistant carpet throughout, myriad art objects, home-like furniture (family units are once again important), beautiful landscaping, and man-controlled-climate inside (air conditioning). Remember, important facets of the school extend into the community where "bread and butter" (free enterprise) structures already exist.

Notice, please, only the skeleton of the 1980 high school facilities, people, and program has been described in this paper. Why? Because community autonomy is even more important. Pluralism in America has been a chief reason for our survival these past 200 years. To have filled in more details here would have been naive and presumptuous. Practicing preachments is also common in our 1980 high school. Thus, the community, the faculty, the staff, and the students fill in the school's blood, muscles, flesh, and other life-giving tissue.

* * *

More Time With Teachers

The administrative team approach places the responsibility for personnel matters, extracurricular activities, external relations, curriculum development, and general operation of the school in the hands of administrative personnel other than the principal. Therefore, the principal is able to spend approximately 75 percent of his time with teachers and students. I foresee a continuance of this type of delegation of duties. 1980 will see a need for ongoing training in the area of psychology and learning theory for the principal, by internship and in-service training. Emphasis will be on methods which will improve inter-personal relations within the school.

R. E. Lowery, *principal*
Bishop Carroll HS
Calgary, Alberta, Canada

Slow Steady Evolution Shaping Our Schools

Warren McGregor
Principal, Manhasset Jr.-Sr. HS
Manhasset, New York

IN 1980 our school will have the same red brick, ivy-covered walls. But the old facade will house new, dynamic forms of learning.

Our annual academic handbook, which details the story of our school organization, curriculum programs, requirements, and extracurricular activities, will cause the class of '74 to reflect with envy and amazement. They will learn about the broad secondary program and wonder why these many opportunities were not available to them. One can only reply that members of the class of '64 recently expressed the same sentiments upon learning of the numerous internal changes that had taken place in the past 10 years.

The classroom will no longer be the major learning center for students. They will spend much time in resource centers and computer terminal booths.

Many districts throughout the country are working hard to improve learning in the high schools of the Seventies. By the Eighties, a slow, steady evolution of programs that are being written now will have taken place. An ungraded program in the basic skills of language arts and mathematics at the junior high school level, which has just been instituted in our school, undoubtedly will expand sufficiently through the Seventies to take on new dimensions in the Eighties. Teams of teachers at the senior high school level already are discussing the impact these programs will have several years hence.

Since teaching everything has become an impossibility, we are establishing priorities that will allow us to be guides or facilitators of each individual student's learning. We are establishing a creative atmosphere that will be conducive to the learning of all. What, then, will our school look like in 1980?

Six school years from now is a relatively short time. The wheels of progress and change move very slowly. Learning activity packages, both commercial and homemade, will be commonplace. They will be much improved from their present form, offering a variety of differentiated activities to challenge pupils of every ability level.

The classroom will no longer be the major learning center for students. They will spend much time in resource centers and computer terminal booths. Cen-

trally located reference material and the latest in audiovisual communications will be sought out by all students, who will move between the classroom and these areas freely, with specific assignments and a time period in which to complete them. Currently, they are accustomed to seeking out any subject matter instructor, not just the one to whom they are assigned. Students will be trained to handle all of the audiovisual equipment with ease.

It will take the rest of this decade for us to eliminate grades. Almost 15 years ago, we moved from numerical grades to broad-range letter grades. These are fast becoming meaningless. Transcript number one shows a "B" grade for a student who is doing "above average" work, has an "average" set of test scores and therefore, "average" potential. Transcript number two lists a "B" grade for another student doing less than his superior potential indicates he should do in the same course. Currently, the reviewer is not told the facts related to these two "B's." They appear to have the same value.

In 1980, report cards will be graphic and much more narrative. Major objectives will be listed and the degree of proficiency with which a student meets these goals will be marked graphically. Explanatory remarks by both the instructor and the student will supplement the pictorial report. In addition to this new form of reporting, high school transcripts will have a new look. Guidelines for this transcript of the Eighties will be published shortly by the Cooperative for School/College Communication Studies, a group of eight professional associations whose members are involved in the school-to-college process.

Our school, and probably all others in our region, will set minimum essentials in all broad subject areas; i.e., when a student has reached a particular level of competency in an assortment of required and elective areas, he will be eligible for graduation from high school. He may reach these minimum essentials in mathematics, for example, during his tenth year in school and yet not achieve a similar level in the social studies for another year or longer. This will give him the option of taking more advanced courses in the one area or in elective areas, while striving to meet the minimum competency in another subject area. A still higher level of competency in each area will be expected of students applying to college.

By 1980, report cards will be graphic and much more narrative. Major objectives will be listed and the degree of proficiency with which a student meets these goals will be marked graphically.

Our school year is based upon four quarters, between September and June, with many courses divided into two or four mini-courses. We will add a fifth quarter so that students will be able to enroll in school-connected programs during all of the 12 months. The required school year will still be four cycles. Students may attend all five cycles for less than the seven-hour school day that now exists. They will be able to combine classwork with part-time jobs or unpaid apprenticeships, travel to cultural and educational resource facilities in nearby New York City, and the like.

Our present popular program, known as ISCOD (Independent Study for Career and Occupational Development), will be open not only to selected seniors but to other grade level students so that they can explore career possibilities while taking required and elected courses. Meaningful job experiences in hospitals, law offices, computer centers, museums, day care centers, and many other places in the working world will stimulate students to meet their minimum essentials and

select the most appropriate advanced and elective courses. Closer ties with consultants from other professions will aid staff members in curriculum projects. Students will find a five-cycle year to their advantage if three or four cycles are concentrated study and one or two cycles are full-time career exploration.

Extracurricular activities and sports programs will continue and, in many instances, expand but it will be the task of the student, his parents, and his guidance counselor to select an academic and extracurricular program that will meet both his present and future needs.

The role of guidance counselors will broaden. Their major function will remain but in addition they will help students appraise and select from a variety of programs and opportunities. Our counselors have requested, and have been granted, admission to all department meetings in order to gain first-hand knowledge of specific curriculum developments. This will begin immediately, as will a new guidance department structure which will be widely accepted in the Eighties.

Two counselors will handle grades seven and eight (approximately 450 students), emphasizing personal and social adjustment through individual and small group sessions. Two other counselors will be assigned to grades nine and ten (same number of students) and will supervise a group guidance program emphasizing personal development and occupational exploration. Three counselors will "specialize" in grades 11 and 12, each assigned to approximately 75 juniors and 75 seniors. The latter five counselors will handle the group guidance program at the ninth and tenth grade level.

It will be the task of the student, his parents, and his guidance counselor to select an academic and extracurricular program that will meet both his present and future needs.

This brief description of our '73-'74 guidance department will, in my opinion, be the forerunner of many other guidance departments by 1980. Counselors may appear to have a lighter load than at present. Not so! Guidance will move to a more central position in the school's educational program than it holds today. Mechanical tasks will be more routinized but counseling for mental health and social growth will be extensive. Testing will be much more individualized, assisting students to assess their strengths and abilities.

I must highlight two more areas that will be in the forefront of our program by 1980. Interdisciplinary subject matter will be available to all students, who will be guided through many courses by several instructors representing more than one subject area. For example, one of our popular English mini-courses, Man and His Environment, will undoubtedly be handled by a team of English, science, and social studies instructors.

Foreign languages, now on the downgrade and gasping for existence in many high schools, will find new life and form by 1980. After meeting a series of basic objectives largely of an oral-aural nature, students will be offered courses in the language arts, social studies, science, and other fields that will be conducted in two languages—English and one of the foreign languages taught in our high school today. This will require the retreading of many of our language instructors, but my crystal ball assures them very few alternatives for survival.

Where will the principal be in 1980? I expect to hold the same position. My job description will not change greatly but the emphasis given to two of the major areas in that job description—curriculum leader and change agent—must and will

change. As Ole Sand, former director of the N.E.A.'s Center for the Study of Instruction, stated, ". . . We in the United States will be remembered for one thing only; the only nation in the history of the world to take seriously the idea of universal public education." High school 1980 will add the words "equal" and "quality" to this dream. As *curriculum leader* of my school and consequently having the greatest opportunity to act as *change agent*, I will be working diligently to bring this American dream closer to reality for all of my students.

* * *

If It Feels Good, Do It!

We will experience a sharp decrease in many of the so-called innovations that run through schools from time to time. School boards are asking with increasing frequency, "Will this change produce a measurable increase in student performance?" Unfortunately, the answer to this question ofttimes has been "No" or "We don't know." Schools will be run more as a profit-making corporation than a non-profit foundation. This factor alone will tighten down the quantity of experimentation. Experimentation will continue to occur where additional funds are not required. Quite a bit of attention will be given to "innovations" that save money.

Brian Cram, *asst. superintendent*
Clark County School District
Las Vegas, Nev.

Whence Secondary Education . . . Somewhere, Nowhere, Or Wherever?

Charles Bowe
Principal, Hood River Valley HS
Hood River, Oregon

SOME WILL be satisfied to be gate keepers, continuing to maintain the same inadequate *status quo* that others zealously maintained before them. Others will be dissatisfied but will lack the skills or resources to make changes. Meanwhile, the rest of us will continue to chase illusive panaceas guaranteed by their proponents to cure all of our programs' ills.

> We have succeeded in killing many sacred cows of traditionalism; and, as a result, teachers and students are more receptive to change. . . .

Let's take a brief look at some of the panaceas we have chased in an effort to come up with improved programs for secondary youth during the past 12 years.

Ability Grouping—One of our early attempts to individualize instruction was aimed at helping teachers be more efficient by narrowing the spread of learning rates. Results were never great due to social and motivational problems which occurred, as well as the problem of trying to teach the same curriculum to all levels.

Flexible Schedules—An attempt to individualize by breaking up hour-long blocks of time into units which could be used flexibly by administrators and teachers. This showed great promise for a while. However, once the schedule was set, it really did not prove to be very flexible, and motivation problems with independent study time caused concerns; particularly on the part of parents. It was also discovered that manipulating the schedule caused problems in staffing, use of space, and other areas. Perhaps the greatest problem was that the same old curriculum continued to be used.

National Curricula—Another effort to improve quality was the alphabet soup—BSCS, SMSG, PSSC—Chem Study, and others aimed at more meaningful curriculum. This panacea did not solve many problems, because it was aimed at improving the best part of the curriculum we already had. We were still faced with what to do with the other two-thirds of the student body.

Differentiated Staffing—This one was aimed at giving teachers some assistance

so that they could concentrate on teaching. It held some promise, but, unfortunately, curriculum was overlooked once again.

Now we look toward more panaceas: vouchers, career education, and alternative schools, to name a few. Yet, I am sure we will pursue these with the same vigor and will trust that surely the next will provide the answers to all our problems.

While this brief review of our attempts to improve education over the past decade may sound negative, it isn't intended to be. We have learned from these experiences. We have learned that we can change, that we do not have to continue doing things exactly the same way. We have succeeded in killing many sacred cows of traditionalism, and, as a result, teachers and students are more receptive to change than they were before implementation of these many excellent ideas. It is just that we have not yet put it all together.

These many attempts to improve secondary education have now established a launching pad for educators to develop an improved model, and that is what I believe we will do by 1980.

Many of us, in our efforts to improve education, have thought small. We have added a patch onto a model that may have itself become obsolete. In essence, we haven't seen the forest for the trees. Innovating with different schedules or staffing patterns are examples of creating change that did not go far enough. The time has arrived when we must look at the entire model and build from the ground up, discarding outdated facets and looking at a total system.

> . . . We have put little emphasis upon providing students with the knowledge, skills, and attitudes necessary to become responsible individuals capable of living interdependently in a world of continuous, rapid change.

Educational change has been piecemeal, while our society has experienced change at a rapidly increasing rate. It appears that our society is now ready for secondary education to change.

Generally, secondary education has met objectives centering on cognitive learning for students with high intellectual ability and motivation. Over the years, schools have tried to add general education and vocational education to the academic model, but we have put little emphasis upon providing students with the knowledge, skills, and attitudes necessary to become responsible individuals capable of living interdependently in a world of continuous, rapid change.

We are faced with the problem of providing meaningful learning experiences for our highly diverse student population. In building a system for the Eighties, we must not be trapped by the same snares that kept us from achieving total success in the Sixties and Seventies.

Sidney Marland has set the stage for the development of a total system. His emphasis on the career education concept, whereby academic, general and vocational education will be combined into a career education program, offers us a unique opportunity to overhaul our old, weary model.

According to the USOE's definition of career education, the goal will be to prepare students for economic independence, personal fulfillment, and appreciation for the dignity of work. Career education recognizes that the school should prepare each individual for multiple careers as:

- a citizen in a democratic society
- a participant in a family
- an income producer

- a user of leisure time.

A close analysis would reveal that this differs little from the seven cardinal principles; but, for a change, we are talking about taking a look at a total system. We are talking about teaching English or math, not as a discipline, but as a tool to help an individual communicate or solve a problem and achieve some goals that are meaningful to him.

I see the potential of asking ourselves, "What is it a student must know in order to meet a career goal he has established?" I see the possibility of building a concept curriculum for each individual based upon his goals.

Since student goals would be diverse, courses would, of necessity, need to be flexible. The semester or year-long Carnegie Unit would have to be modified. One way of doing it would be to design a basic learning unit worth one tenth of a Carnegie Unit, the idea being that all students would not need the same subject matter. Rather, each would learn the concepts needed to achieve his goals.

Students learn at different rates. We should build into our system a provision that each could progress when he demonstrates he has learned. This system would consider each individual's uniqueness as a strength rather than a hindrance to teaching efficiency. Modern technology should enable us to provide for these individual differences if we can exercise the alternatives necessary to manage the tasks.

The idea of progressing when one has demonstrated he has learned would create some new variable with which the system would have to cope. Students in a group would not all be studying the same concept at the same time. How can the teachers provide information, help solve a problem, lead a discussion and evaluate a test all at the same time? The teaching role would have to become more of a managerial one. Space, time, materials, and human resources would all be important factors that would require organization and management on the part of the teacher.

With flexibility and variables in a system, guidance would become, of necessity, an integral part of the system.

For a teacher to be a manager of learning, the use of alternatives would be necessary. Differentiated staffing would make sense in a system of this type. The teacher would need to manage time on a day-to-day basis.

A system of this type would also create a greater need for the utilization of technology. A teacher-manager would need to employ technological aides in order to save time for higher-level learning activities.

With flexibility and variables in a system, guidance would become, of necessity, an integral part of the system. A career guidance program should involve the student, parent, counselor, and a teacher-adviser working as a team in planning each individual's future education and improving motivation.

In my opinion, one of our major problems of student motivation is our mania for bigness. Consolidations have created high schools that have lost the personal touch of the old red schoolhouse where the teacher knew every child as a total human being. He also knew the child's parents and the aspirations they had for their children. Counselors were "patched" onto our old model to compensate for this problem, but one-to-300 ratios really did not give them time to help the ordinary student with few behavioral problems. Teacher-advisers, all staff members, advising 20 students each, would restore the human touch to the system.

Secondary education has lagged far behind our rapidly changing society. In my opinion, welding together general, academic, and vocational education into a total system with alternatives and flexibility to meet the individual needs of the student and teacher may well be the panacea that will propel secondary education into the 1980s.

* * *

Green Power!

Career education is becoming a reality. This trend will continue into 1980 primarily because parents of all social-economic groups now realize that a college education does not necessarily provide financial security. Social mobility is also becoming closely tied to economic status. Schools will face a significant problem in attempting to finance career education. I doubt that most schools will return to the two or three-hour block of time with small class size in vocational class. Instead, it is likely that schools will utilize simulations and community resources.

Brian Cram, *asst. superintendent*
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Las Vegas, Nev.

Forces Today Molding Tomorrow's Small Schools

Kimball L. Howes
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Cleveland, Ohio

FORECASTING the state of the small school in 1980 is possible because we can identify at least some of the forces moving and molding small schools now.

At least four forces are at work today that will drastically change the small school in another decade. They are: the move towards financial equalization, the trend towards regionalization, teacher unionization, and the impact of court decisions on student rights. What are the implications of these forces for the future?

Why not band together for purposes of subject matter specialization? If students can be transported for athletic purposes, why not transport them for curricular purposes?

Financial Equalization—It is only a matter of time before state and federal courts bring about a drastic re-allocation of tax monies to the public schools, and I predict an ultimate move towards state-wide taxing districts, as currently exemplified by Hawaii. The following will result:

- approximate equalization of salaries within a state;
- relocation of teachers from urban areas to smaller towns, where a more relaxed teaching and life style can be found;
- among the general population the continued flight from cities and suburbs back to smaller areas as pollution, traffic, and tension drive people out—resulting in large urban-suburban schools becoming smaller while the small schools in rural areas get larger.

Regionalization—Using the state of Ohio as an example, consolidation has reduced by half the number of school districts during the last 25-year period. Along with this, especially in the last decade, area vocational schools have developed. Some rural counties have become single school districts and all indications point towards a continuation of this effort, with a consequent enlargement of size.

Imaginative principals are already sharing teachers and/or programs in adjacent districts in order to offer richer curricular opportunities for their students. This sharing of resources offers rich potential to small schools. Schools band together for purposes of athletic competition when they form a league. Why not band together for purposes of subject matter specialization? If students can be trans-

ported for athletic purposes, why not transport them for curricular purposes?

Teacher Unionization—Many observers now find it difficult to differentiate between units representing the NEA and those affiliated with the AFT. Master contracts in larger cities and suburbs are becoming increasingly complex and difficult to administer. The small school, generally speaking, still offers many opportunities for warm and sincere cooperation between the teacher and administrator.

The wise principal will capitalize on this option for close rapport by involving his staff in decision making wherever feasible. As more experienced teachers, seeking a happier personal experience, filter down from the large urban areas, I see them responding to school relationships as competent professionals rather than as machine parts regulated by a contractual mechanism. Large districts, burdened as they are with unionistic restrictions on class size, seniority, number of meetings, promotions, etc., have become bureaucratic nightmares. This can be avoided in the small school of 1980 which is intimate enough for daily personal contact, as long as the principal is wise enough to practice participatory democracy.

Student Rights—The *Tinker* case epitomized the determination of courts in recent years to insist that students be accorded their constitutional rights as individual citizens rather than as passive subjects of "big brother" authoritarianism. Television and other communications media have saturated the country with news of developments affecting students. A court decision affecting pupils or a student strike in a large city school can now be seen or heard in a rural area that night. Small school students, hitherto geographically isolated from the mainstream of student activism, are no longer ignorant of what is happening elsewhere. The day of the remote school, run arbitrarily with little or no regard for students as persons, is coming to a close.

Small-school students, hitherto geographically isolated from the mainstream of student activism, are no longer ignorant of what is happening elsewhere.

The foresighted principal will insist that students, as well as teachers, be given reasonable opportunities for input regarding the direction they would like to see the school go. These avenues can and should be articulated, organized, and acted upon. The institution, enjoying a camaraderie fostered by its size, can be happy and productive, with its students being cherished and valued, if the principal exerts positive leadership towards that end.

What can the school be like? Having briefly examined some leading trends along with their implications, let us next attempt to make some specific suggestions for the small school of 1980 as influenced by these factors. In considering a functional and pragmatic curriculum, logic demands that basic questions be asked about the society in which the school functions and the nature of its problems. This discipline is mandated by the fact that graduates will be going into a world marked by accelerating change.

At a minimum, the world our present fifth graders will graduate into will be struggling with the following:

- a drug-oriented society that relentlessly advertises pills as the solution for all problems
- a continued disintegration of family life, as demonstrated by ever-increasing divorces and/or numbers of run-away youngsters
- a computer-oriented economy which will force the average man to learn a

totally new job at least three times in his lifetime
- a continued corporate approach to agriculture, which will continue to eliminate small farms
- ethnic, racial, political, and religious intolerance
- a continued inundation by propaganda that glorifies sexual permissiveness
- personal problems of adjustment generated by an increasingly mobile society in which many people are forced to pull up roots every few years
- the continued cultural shock being generated between the generations and changes brought about by the women's rights movement.

Students desperately need assistance in clarifying where they stand with regard to peer pressure, drugs, sex, the work ethic, prejudice, and other problem areas. . . .

The school will have to identify those behavioral goals, skills, and attitudes that will enable its students to survive in such a world or to change it. Here then are some imperatives for the year 1980:

Curriculum. First and foremost, the curriculum should be value-oriented! Students desperately need assistance in clarifying where they stand with regard to peer pressure, drugs, sex, the work ethic, prejudice, and other problem areas that affect their self-perception and view of their role in life. This emphasis on definition of self does not imply lower academic standards. Rather, such emphasis should naturally complement class achievement and productivity.

Second, I look for a significant reorganization in the study of mathematics due to the impact of computer technology. With pocket computers now selling for $50, will not mass production and mass consumption drive the price down in a few years to the cost of a miniature radio today? If so, will the average student need more than a reasonable skill in the four basic operations of addition, multiplication, subtraction, and division? The coming standardization of the metric system should tend also to phase out any major stress on fractions. Instruction in the use of computer language, the processing of cards, and simple programing should be given to *every* high school student.

Third, English should become more pragmatic. This suggests an even greater emphasis on communication—listening to, comprehending, and articulating ideas. The ability to write one's thoughts simply and with clarity should be stressed, along with developing skills in following instructional manuals. Since the proliferation of computer technology from 1945 has led to a doubling of mankind's knowledge every decade, acquiring research skill has become paramount. Pupils must feel competent in their ability to seek out the information necessary for a given task, as they will not be able to keep up with progress and/or change in a given field.

Fourth, the small schools will need to combine learning experiences in art, literature, and music into some form of a humanities course. Small size and geographical isolation too frequently have been given as an excuse for minimum activity in these areas. With the advances that have occurred in television, the use of audiovisual tapes, tape recordings, and the projection of images, there is no reason why the museums, theaters, and concert halls of the world cannot come to remote area schools in a manageable way. Regionalization of closed-circuit television data resource banks has already occurred in medicine. If small schools band together and allocate financial resources to this goal, this shared activity can become a reality.

Fifth, foreign language opportunities can become more prolific, provided small schools agree to combine resources. One school, for example, could agree to teach French, another Latin, and another Spanish. A two-hour block of time, scheduled twice a week at the beginning or the end of the day, could allow this concept to become an actuality. As mentioned previously, if schools can transport students to area schools for purposes of interscholastic athletics, why not transport them for purposes of academics?

Sixth, small schools need a more functional and less academic approach towards social studies. There must be more emphasis on simulations, "games," and case studies, and less on the lecture/textbook method. Combined with this should be the concept of actual field experiences in the governmental and social agencies of the area. The student who spends assigned time in a court room, jail, hospital, nursing home, commissioner's office, or community agency will certainly better learn what local government means. The school must embrace the concept of the community as a living classroom, and utilize fully its potential as such.

Seventh, the number of work-study or vocational programs should be increased, provided the regional approach is implemented. Two or more adjacent schools could band together for the purposes of giving pupils options. Combining the area vocational programs would offer unlimited technical training options for students who prefer career education to college preparatory courses.

The student who spends assigned time in a court room, jail, hospital, nursing home, commissioner's office, or community agency will certainly better learn what local government means.

These seven definitions of curricular activity in the small school are based on the belief that students will spend part of their time in the home school, and part out. They suggest that the usual time pattern of nine periods a day, five days a week, will have to change. They certainly mandate total faculty involvement in not only working for change on a local basis, but also with colleagues in other area schools if regionalization of curricular opportunities is to occur.

They demand from the principal imagination and a willingness to compromise some local autonomy in order that his pupils enjoy the best of two worlds: the intimacy of the small school and the rich curriculum of the large school. They imply that total parental and community education will of necessity have to be planned and implemented to make politically possible such a break from the traditional past. Finally, they unequivocally mandate that size no longer be *the excuse* for denying small-school students greatly increased educational opportunities.

Now what will these changes mean for the life of students in the school? The results will be increased productivity along with a sense of being cherished, supported, and encouraged to realize potential. Because of course reorganization and regionalization, much time will be spent out of school in activities directly related to the interests of students. Because of emphasis on value clarification, more healthy and positive self-concepts will be developed. Semester and/or mini-courses will become more prominent as the pragmatic approach increases. The women's rights movement will have brought about a much greater participation for girls in all aspects of school life, including interscholastic athletics; and student involvement in reasonable decision-making opportunities will have minimized hostility towards school rules and regulations.

Leadership and Professionalism in the Next Decade

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REVOLUTIONARY CHANGES in education are not likely to be a part of the Eighties. What is likely, however, is the emergence of major directions to suggest future trends.

Schools for years operated under the legal guardianship of *in loco parentis*, which gave direction to the actions and responsibilities of teachers. As our society and its people changed, new regulations and laws increased the level of educational requirements for both students and teachers and slowly reduced the parental role assigned the school. Court decisions, too, while enlarging the rights of students, helped to modify parental prerogatives exercised by teachers and administrators.

Not only have schools faced changes in their position of legal control, but they have grappled with extensive problems relating to expanding enrollments, inadequate facilities, adequacy and competency of teaching staff, and demands for new programs. These problems were complicated by social unrest, questions of relevance, student rights, teacher negotiations, and parent demands for accountability.

> Continuous failure to know what we are teaching, why we are teaching it, and what success we are having will be considered malpractice for which teachers and boards of education will be held liable.

New programs, experiments, and innovations during the past several years offered momentary diversion, but actually contributed little to needed solutions of complex learning problems. New methods of grouping students, organizing subject matter, and arranging facilities brought some relief to the problems being faced by schools, but all too frequently the fundamental questions regarding educational skills, concepts, and approaches were left unresolved.

Parents, with their judgment no longer based on the success of the parental role assumed by the teacher, now examine more critically instructional programs and question their effectiveness in reaching stated educational goals.

The importance of this transition can best be illustrated by the March 9, 1973, suit filed in the *Peter Doe vs. San Francisco Unified School District* for $1 million. Nine legal grounds are cited to demonstrate the school district's liability. General

negligence was one of the areas in which the school district "negligently failed to provide the plaintiff with adequate instruction, guidance, counseling, and/or supervision in basic academic skills and negligently failed to ascertain accurate information as to plaintiff's educational progress and abilities."

The issues in this case are so broad in their implications that a realistic judgment may not be forthcoming. But it does draw our attention to the changing attitude that people have regarding the fundamental requirement of a sound and substantial education in today's world. Schools increasingly will be required to accept almost total responsibility for ensuring that fundamental skills, minimum educational standards, and other basic facets of education will be met by all students.

Continuous failure to know what we are teaching, why we are teaching it, and what success we are having will be considered malpractice for which teachers and boards of education will be held liable.

The change in the attitude of parents toward the quality of an education and toward the educational specifications for career success in society represents a significant challenge for the teaching profession in the years ahead. The public and professional educators must define their priorities and realistically establish what is reasonable for the schools to undertake and then assign that responsibility for them.

Teachers must be at the intellectual center of refining broad goals into meaningful, attainable performance objectives for each student.

The current move to develop performance objectives in every subject area appears to be a valid method of responding to the public demand for evidence that the goals it has set for educating youth are being realized.

The need to illustrate graphically that a school is indeed meeting the educational needs and expectations of the community requires that schools identify precisely what deficiencies in skills each student has, develop a program to meet those deficiencies, and then be able to demonstrate that the student has mastered the skills to the extent that he is able.

Teachers must be at the intellectual center of refining broad goals into meaningful, attainable performance objectives for each student. The teachers will be able to diagnose students' needs, devise and implement appropriate learning activities, evaluate progress, and determine when the students are ready for advanced activities. This process does not mean every student needs an individual teacher, but there will undoubtedly be more student-programed learning, small group instruction, and contact with numerous teachers in any given subject area during the year.

Basic educational research is required to assist teachers with these problems by providing insights into the teaching process. This research should aid in the selection of strategies and techniques to deal effectively with students who have a wide range of learning difficulties. Additional research studies are needed to provide data on how learning takes place and under what conditions.

To meet complex responsibilities, "teacher" competence will be required in broad, judgmental, decision-making areas. The assignment of professionals to carry out the school's educational charge will fall into two major categories: Those involved in planning-decision activities and teacher-directed student activities, and those involved almost exclusively in teacher-directed student activities.

Subject disciplines will continue to need an overall departmental resource

coordinator to work with master teachers making curriculum decisions, analyzing pupil needs, prescribing educational remedies, establishing new programs, and formulating recommendations. The coordinator will also ensure articulation throughout the department and ascertain with master teachers the type of staff needed to implement all parts of the educational plan.

The master teachers will work with a team of teacher-intern assistants who will carry out designated tasks related to specific learning activities. This concept of teacher-competency utilization will maximize the leadership contact and impact of master teachers on more students, and will minimize the overwhelming decision-making role for persons just entering the profession.

The principal's leadership role will be a significant and pivotal factor in the future direction taken by secondary education in the Eighties. It is at the local school level where legislative acts, community goals, and board of education policies turn from rhetoric to operating reality for students, teachers, and parents.

Added to this already complicated process is the awareness that schools are facing an increasing range of student interests, abilities, and achievements along with changing social values, styles, and personal directions. The principal in dealing with these problems must first take into account his legal obligations to the community of parents, his professional commitment to students, and his ethical participation in the profession.

> . . . [The principal] must also function as the quality control specialist who analyzes, coordinates, stimulates, and evaluates. . . .

The principal's ability to meet the leadership requirements in these areas determines in large measure the quality of the educational experiences of the school. The overall leadership responsibility has remained as the major responsibility of the principal, but he must also function as the quality control specialist who analyzes, coordinates, stimulates, and evaluates proposals, plans, and recommendations from all those serving the school community.

A number of actions in recent years by teacher groups and student and community pressure groups acting in concert with boards of education have limited the principal's leadership opportunities. Further reduction in the principal's role will seriously impair and limit his effectiveness in bringing together all educational resources to provide a quality program for each student.

Administrative flexibility to make professional decisions at the principal's level will be a vital factor in the future success of secondary schools. Ample evidence supports the fact that students are arriving at the high school level with an extraordinary range of abilities, levels of maturity, career intentions, social concepts, and learning aptitudes. It is clear that the schools cannot meet all these problems and expectations within the confines of the school's present resources.

Principals, working with their staffs and with community business and industrial leaders, must with increasing frequency design program opportunities for vocational and career educational experiences for students. Schools cannot economically or realistically duplicate the "live experiences" offered by the business and industrial world. While some effort is already being directed toward these activities, professional participation should ensure careful design and strict adherence to quality standards and objectives. Positive results could heighten the respect and cooperation for both the school and the community as they share common responsibility for youth.

Analysis, debate, and direction for the Eighties will encompass most areas of the school environment. The leadership role of the professionals at the school level has been the focal point of this article because of my firm belief that individual human concern, dedication, and inspiration will make the fundamental difference in the educational experiences of students.

* * *

Flight of Fantasy . . . ?

John's high school was considered a center for teachers and learners to combine their talents and energies toward specific goals. The teacher provided the direction, the tools, and sometimes the stimulus. The school as an institution provided the place, the resources, the machinery, and the environment for the pursuit of learning and the process of being and growing.

The atmosphere was one of friendly and helpful concern. Everyone seemed interested in and concerned for everyone else. The talented taught the untalented. The bright nurtured the dull. The strong supported the weak. The ambitious tugged at the apathetic. The quick prodded the slow.

Students learned from each other as well as from the professional staff. The professional staff made up only the nucleus of a large group of adults and young adults who contributed in many diverse ways to the school's curriculum. Everyone within reach of the school's domain was its faculty.

The curriculum would be hard to outline because it had no definition, no form, no limits. It would be an amorphous mass, including every experience, every contact, every particle of learning that took place under the aegis of the school. There was no coursebook with neat compartments, pre-requisites, or groups of courses and requirements.

Subject matter was important but primarily as a tool for solving problems, developing understanding, formulating attitudes, sharpening skills, creating something, or refining or expressing ideas. Any subject matter learned was subject matter needed because it was related to a specific goal. A skill was learned because it was used in achieving a personal goal. Much of the "learning activity" was built around finding out what someone needed to know: to searching, to analyzing, to programing, to organizing, and to decision making.

Gilbert R. Weldy, *principal*
Niles North HS
Skokie, Ill.

Have We Learned From Earlier Decades?

Daniel A. Rothermel
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THE EXPERIENCES of the Sixties provide a background significantly influencing what principals feel will be the nature of secondary education in the Eighties.

We remember that education held a magic and a power then that led many to feel that answers to all social and economic problems could be found in education. The greater the problem, the more we tried to solve it by adopting new programs, pouring in more money, or reducing the ratio of students to teachers.

The great lesson that we learned was that the educational experience seemed to have had only a limited effect on many of our problems. We learned that the powers ascribed to secondary education were largely illusory and that education served its students best in those areas that it traditionally had handled very well: teaching the academic disciplines and training students to be able to take the initial steps in entering a career.

And here lies the problem for the schools: parents wish their children's values and social feelings to be the same as their own, and they expect the school to vouch for this impossibility.

The post-World War II dislocations along with the Korean and Vietnam wars produced a generation of youth with attitudes and feelings toward social issues and conduct completely foreign to their parents and teachers. The drug culture developed completely outside the school experience. The sexual upheaval, also, stands as a prime example of the change that can be wrought in a society outside the formal channels of education.

Our critics may intimate that specialized programs in high schools may have aided and abetted these movements, but most sociologists agree that they came about independently of the schools.

And here lies the problem for the schools: parents wish their children's values and social feelings to be the same as their own, and they expect the school to vouch for this impossibility. Parental adjustment to children's different life styles comes only with great emotional pain. The schools discover that they are just as powerless as the parents in holding on to cultural patterns that no longer have any

purpose for the adolescent. For verification of this fact, one has only to think of the lack of success of the average health teacher in teaching about the long-range effects of cigarette smoking.

Disenchantment with what the high schools are doing has set in, and this development—coupled with the taxpayer's revolt and the growing teacher militancy—will dictate a shift in the nature of the high school in the 1980's. The schools will be organized more informally, with students having a far greater degree of freedom over their own time commitments; but the central unit will still be the teacher and his own group of students.

A mistake of the past, adopting for all any good idea that worked well with a few students, will not be repeated. The school's program will be many-faceted, with a far greater emphasis on the contributions that industries and businesses can make to a community's educational program. Cooperative work experiences will proliferate. This cooperation between schools and business is the one development in the post-war decades that has proved itself in almost universal fashion. Every variation in program will be designed for much smaller groups, for those who can benefit most.

> The failures that have been most noticeable in young people are found among those who seemed to have telescoped their lives in the formative years.

Alternatives to formal education are all the rage at the moment, many of them being non-educational. Some may even be viewed as novel devices for evading the compulsory attendance laws. If the alternative curriculum is to be viable, it must contain a learning structure and routine sufficient to guarantee for a student who is serious some measure of accomplishment. Anything less will force it to go the way of many of the popular concepts that have had glorious beginnings but not sufficient attractiveness to maintain a hold on succeeding groups of teachers or students.

The growing number of disruptive students will lead to a serious questioning of the compulsory attendance laws. We can expect that the permissiveness in our way of life will lead in the 1980s to a new concept in secondary education as we know it: schools will be for students.

The historical basis for compulsory school attendance seems to have been eliminated. Child labor is no longer a problem. The doctrine of *in loco parentis* is dead. Would the entire educational process be enhanced if, by a stroke of the pen, compulsory education were abolished? In certain kinds of school districts, the presence of the law seems to have little effect, because absenteeism is a way of life. Both students and parents have moved far from the idea that regularity of attendance is both necessary and holy in the educational scheme of things.

The essential ingredient of the good school in the 1980s will be what it is today: not structure, not form, but the personality, the human attractiveness, and the competency of the teacher. Because the teacher surplus will have reached a peak by that time, we can expect that the over-all quality of the teaching profession will be significantly higher. The constantly increasing salaries that educators have come to expect must result in a complete restructuring of the staff. Paraprofessionals, teacher assistants in the classroom, a re-defining of what is teaching and what is routine will make strong headway, if for no other reason than the high cost of supporting education.

The possible elimination of the property tax as an equitable basis for the sup-

port of education in no way reduces the insatiable appetite of education for the tax dollars. The average citizen in the average community who in the past would have given his untiring efforts to the promotion of support for the community's schools has changed. He is not so sure that additional monies bring greater educational returns. The problems that have plagued him and his community have not been eased by his turning to education. The taxpayer will come into his own in making a new kind of demand on education: to restructure the plant and the operation so that communities get more for the same expenditure of funds.

Adolescents in the 1980s frequently missed their adolescence. The educational development of a young person is hampered when maturity is thrust upon him too early. The effects are long range and most are negative. What does one strive for if he has a Mercedes at age 17? What has been accomplished educationally if the best students in a school are burned out by graduation? The failures that have been most noticeable in young people are found among those who seemed to have telescoped their lives in the formative years. Early college admission might be the worst kind of program for our very best students, because the flair of school life is usually related to all the experiences that a student can have, including those outside the regular classroom activities.

We may not be wrong in sensing that extracurricular activities are regaining their lost attractiveness. Music, drama, and athletics will ride high in the 1980s because they seem to give something to the young that is very important. Every school should get ready to take advantage of the revived interest in out-of-class activities. Girls, particularly, will find available a variety of experiences that were denied them in school programs prior to women's lib.

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The high schools will have to use every scheme available to keep from becoming more de-personalized. There will be a tendency for small school units to be combined into larger units to take advantage of possible economies. As our population has grown, our natural bent has been to escape from inter-personal relationships. The cultural effect of this phenomenon will be reflected in the schools.

In secondary schools we have seen develop an almost complete disinterest in the whole student. No teacher comments on the personal hygiene of his students. No one suggests to a boy that his neck is dirty. And everyone is loath to inject himself into a situation between students that shouts for discreetness. When in recent times has a high school teacher been invited into the home of a student for dinner? When in recent times has a high school teacher visited the home of one of his students? This situation in which the lives of the students and the teachers grow apart will intensify in the next decade. The job of the school will be narrowed so that its total emphasis will be on the non-personal or more professional aspects of the student-teacher relationship.

The double standard for teachers and students is slowly being eroded. We must believe that another 10 years will see it almost completely obliterated. Some of us are reluctant to believe that the Bill of Rights is for both students and teachers and that the right to due process shall be enjoyed by students as well as tenured teachers. But it shall be! The subtle effect of these movements may be to force all of us in the field to justify the ideas that we stand for, to review long-cherished procedures, and to lay aside plans and routines that are no longer important or necessary. To

an extent that we do not want to admit, perhaps, the governance of the school will be one of laws rather than one of principals.

A popular debate in earlier years was whether the schools should attempt to mold the kind of society that we would like to see, or whether the schools should reflect the society in which they operate. The experience of the last decade should prove to us that we will succeed to the greatest degree if we reflect the society and take educational advantage of the experiences of the society.

Consider the movements that have been very important to young people in recent years: rock music, the drug culture, the long hair, the informal dress, situational morality, the pill, the jet-set syndrome, the X-movie, the generation gap, the lack of respect for constituted authority, the anti-institutional religion movement, draft evasion, the meaning of the flag salute. Most of these subjects could create a healthy argument between the generations.

No one would claim that it was the schools that molded our youth in these directions. Likewise, no one would dream that the high schools could have stopped any of these ideas from being generated.

The point is simply that the function of the secondary schools in this nation will continue to reflect to an ever greater degree the society in which they serve. And in the 1980s we will probably see the schools faulted for not preparing the new generation of parents for the changes that are bound to occur in the lives of young people in that decade.

* * *

Flight of Fantasy . . . ?

The school building was a place to meet someone, to use a resource, to plan, to engage in group activities, to socialize, to seek refuge, to make friends, to seek advice. The school was open with much coming and going. Only a few activities were scheduled. An appointed time was set for groups to meet, for special presentations, for visits, for field experiences, for conferences, for activities which needed special facilities.

Such flexibility and freedom might breed chaos and disruption without clear rules. In John's school the students, joined by teachers and parents, developed the rules of order required for members of a responsible society. The rules were specific. They were clear. They were enforced—not by paid supervisors or agents, but by everyone. Disruption and insubordination were viewed as antithetical to the clear purposes of everyone in the school. There was no shielding of troublesome behavior, but a reaching out with help and concern. The reaction of the members of the school, more often than not, was sufficient and brought social pressures that encouraged self-discipline.

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When the Future Becomes the Present

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PREDICTING the future has always been a somewhat hazardous business. The hazard is compounded today by rapid changes that increase the probability that predictions of the future will not be accurate. Yet, a degree of help can be gained from clearly envisioning possible problems and heading them off before they happen.

When we examine the future, we merely examine our present vision of that future. What is happening to us individually and collectively *now* influences our predictions of what will happen *then*. There is little argument that today's world is in a *rapid* state of flux. How we react to books like Toffler's *Future Shock* indicates our concern over society's rapid state of flux and our appeal to the "experts" for help.

If the school, as an outer extremity of the student, is not willing to accommodate the new breed of student now, then how on earth can we expect that school to accommodate the student of the future?

Information speed-up has knocked down the walls we conveniently erected to separate knowledge. New discoveries of knowledge in all fields have made more information available. And affluence, political enlightenment, and mega-hours of television have altered young people's priorities from survival to identity. Each change in its own way announced the death of the industrial society. Yet our schools, and particularly the high school, continue to mimic this arrested phase of our society's development, preparing kids for what might never be.

The old factory system won't work in a nuclear age. Consequently, if we continue our present practices, we are dooming the institution called the high school to an early death, and there are some thoughtful people today who are predicting just such a passing. Intelligence, as Piaget has defined it, is a matter of adaptation. Imbedded within this concept are the sub-concepts of assimilation and accommodation. The implication is that intelligent societies perpetuate themselves by change in two directions, within and without. If the school, as an outer extremity of the student, is not willing to accommodate the new breed of student *now*, then how on earth can we expect that school to accommodate the student of the future?

When the future becomes the present, we won't be around to enjoy it.

A number of secondary school administrators and teachers are examining the new data on societal change and are attempting to make appropriate adjustments. Innovative practices such as inquiry-centered learning, team teaching, flexible scheduling, schools-without-walls, different staffing patterns, and continuous progress programing seem aimed at reducing the disparity between aspirations and realities. While some schools are characterized by one or two of these changes, a few *avant-garde* institutions include a composite of these innovations. All-at-once changes seem more compatible with the simultaneity of the society in which we live and in all likelihood will be living. Four general categories are offered as guides for determining what directions a secondary school should be taking as the 1980s approach.

> The kids are *really* different. They demand their humanity first. This circumstance calls for some decided changes in the practices of the high school.

Increasing the Options—Options for both students and teachers should be increased. This can be accomplished by having students work through smaller and smaller units of work at their own pace and depth, by allowing some opportunity for students to negotiate with teachers about the work they wish to do, by reducing the number of required courses for graduation and opening up options in the fine arts and practical arts, by increasing the number of adult staff members of your school by differentiated assignments. Opportunities for teachers to have a voice in what and where and when they meet students, and under what circumstances, need to be considered. Historically, the administration made decisions for teachers which were best made by the individuals and groups themselves. It is time that we gave the people affected by decisions some part in their making.

I can foresee a time at my own school when students will not have to complete the same number of units in the same number of subjects. Decisions as to what to take and at what time to take it will be open to negotiation for the students, teachers, and school. Education takes on a kind of personal relevancy when it has a connection with individual goals. One of the problems in today's high schools is the fact that kids have very little input into what constitutes graduation requirements. The times in which we live indicate the imminent demise of hierarchical organization. Everyone wants a part of the action.

Increasing Direct Experiences—Students should be looked upon as resources, not as wards of the state. All curricula should be refurbished to include opportunities for students to work in the community for service, money, credit, or any combination of these factors. Independent study programs which enlist community agencies as *ad hoc* members of the faculty can provide students with worthwhile direct experiences and, in turn, can provide the community with competent and productive help. Our schools should rely less on abstractions and more on the experiences out of which abstractions are constructed. The printed statement in the typical textbook no longer stays still enough for students to read it, let alone understand it. It is my hope that by 1980, all students at Wilde Lake High School will be required to complete some type of community experience before earning a diploma.

Other types of direct experience can be gained. For example, if a student wants to learn or improve his/her Spanish, French, or other language, an extended travel experience could be arranged by the school. We need to think about placing stu-

dents in other environments for periods of time, both as an impetus to learning a second language and as an aid to finding out who they are.

Governance models for the high school could change to include opportunities for students, teachers, administrators, paraprofessionals, and other employees to work together toward possible solutions to problems in the whole school-community. Rather than problems being the sole concern of the administration, they should be everyone's responsibility. But such an end requires everyone to have some input into the system. Direct participation in models of government for the school-community should replace the old student council structure where dances, exchange students, and planning assemblies were the primary order of business. The direct involvement of students with teachers, administrators, and others makes possible a communication system more compatible with the information systems.

Roles Precede Goals—Marshall McLuhan and then William Glasser told us that the kids of our time are different from the kids of any other time in the nation's history. There is no generation gap; there's a culture gap. Those of us over 30 are products of a society that was predominantly survival oriented.

We were willing to put completion of a task ahead of our own personal development and recognition; not so today, say McLuhan and Glasser. The kids are *really* different. They demand their humanity first. This circumstance calls for some decided changes in the practices of the high school.

> Somewhere in the whole process of growing up we inculcate narrow and rigid mind-sets so that the basic intelligence never comes to fruition.

As a starter, we need to shift from the practices of calling attention only to the negative aspects of a student's behavior. More kids are finding the school the *only* place in society where any kind of successful orientation can be generated. If it doesn't happen in school, then it isn't likely to happen at all. The result: many kids are becoming problems to our schools and our society.

Organizing the school so that students can get closer to the teacher makes a lot of sense. Some schools have returned to the practice of a teacher serving as an adviser so that students can relate more closely to one adult. Instead of the counselor-student ratio being 300-1, the teacher-adviser-student ratio becomes 25- or 30-1. This arrangement makes it possible for teachers to get to know students as more than a number or a name on a seating chart. Of course, there are inherent problems in this approach. Some teachers may not be skilled enough to do a good job as an adviser, but the absence of skills should not be taken to mean they couldn't learn. As the teachers at Wilde Lake High School become more skilful through personal experiences and inservice programs, I can see students getting the kind of assistance that living with today's complexities requires.

By 1980, compulsory education for students under 16 may disappear. The best decision for some students is to leave the high school permanently or temporarily before 16. Education should be a right, not a sentence. Who is to say that 12 years of education is needed by all people? The Canadians require only 11 years, and even this may be too much for some and not enough for others. Individual treatment of people requires an individualized approach to attendance. If performance is more important than time, and that is what the accountability movement seems to portend, then we ought to spell out what students have to do and provide them with the resources and facilities with which to do it.

Finding Out Who the Students Really Are—Students are far more capable than

our present system acknowledges. They come to school with so much talent and potential that it is criminal what happens to them. By the time many students reach high school, the game is over. They are so turned off by the experience of school that nothing short of divine intervention will be able to return them to the beauty of learning so common to their earlier years.

Somewhere in the whole process of growing up we inculcate narrow and rigid mind-sets so that the basic intelligence never comes to fruition. To combat this problem, a few schools around the country have introduced transcendental meditation (TM) and the science of creative intelligence (SCI) into the curriculum.

Why transcendental meditation? The growing amount of research reporting the physical and psychological consequences of TM cannot be ignored. Recently, an issue of *Phi Delta Kappan* devoted two articles to research findings on TM and to the introduction of a course in the science of creative intelligence in the schools of Eastchester, N.Y. The findings indicated that students who engage in meditation twice daily for 15 to 20 minutes received better grades, improved their relations with peers, parents, and teachers, and either gave up drugs or had no desire to start using them. In fact, the evidence was so convincing that the House of Representatives of the State of Illinois passed a resolution strongly urging all education institutions in the state to study the feasibility of offering TM and SCI in the curriculum.

The essence of TM, of which SCI is the theoretical basis, is that students may come to fulfill themselves and to bring forth their full measure of creativity. By expanding awareness, learning becomes almost effortless. Someday, meditation may become the first exercise of the day in every school in the country. Another fad? Do yourself a favor and begin to inquire into the nature of the technique. You will be surprised at what you discover. TM and SCI could well be the two innovations that will bring real happiness and success to the students and, in so doing, make other innovations much more effective. The experience is just as valid for teachers and administrators.

I think the high school is in a time of crisis; and crisis, as the Chinese character implies, can mean either an opportunity or a curse.

Whether the high school continues as an important institution in the 1980's remains to be seen. Whether any of the above suggestions will receive national importance is surmise. We have all seen our share of instant innovations and passing fancies. I think the high school is in a time of crisis; and crisis, as the Chinese character implies, can mean either an opportunity or a curse. One seemingly safe prediction abides: change the people, and you change the institution. The nub of the current predicament for the high school is, "Who will chart the course?" Will the high school continue to respond to a myriad of outside voices and go in all directions at once? Or will the leadership of the institution respond with clarity of thought and directness of action?

The Plan Is Ready for Tomorrow

Rev. James Keefe
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RUSSELL MYERS, creator of the comic strip *Broom Hilda,* recently provided an amusing yet thought-provoking look at the future.

Playing a practical joke on Broom Hilda, his buzzard and troll characters tell her that she has been asleep for 20 years and that a few startling changes have taken place: The Jackson Five are beginning their second term as president; World War III is over—the American, Chinese, and Russian ambassadors fought it out with cans of hair spray; automobiles are non-existent—the national transportation is pogo sticks; and TV sets consist of a pair of spectacles with a small picture tube in each lens—everyone has an antenna stuck to his head with a suction cup.

Broom Hilda, of course, discovers that it's all a gag and that these things haven't really happened at all. But as she sits thinking about her experience she feels sad that the world won't be like that. "It sounded like a place where I might finally fit in."

Schools need to become places where students fit in, where they learn what's needed to survive in our post-technological society.

Schools need to become places where students fit in, where they learn what's needed to survive in our post-technological society. Schools need to be provocative, interesting, and pleasant. They must build on the intellectual, emotional, and adaptive needs of young people, yet be places of adequate structure and self-discipline, not permissive or unchallenging. They need to provide an introduction to the adult world, not a refuge from it. They need to become, in a word, more humane.

Most schools today are not really innovative. There are few things in the school environment that really promote student learning. The most enlightened of schools have made some useful adjustments in that environment. They combine new organizational structures: an open-ended approach to curriculum development; multiple learning methodologies organized around the triad of large group, small group, and independent study; differentiated teaching schedules and individualized student learning schedules; and a concern to find where each student is educationally and to help him by diagnosis, prescription, and evaluation to attain the goals which are best for him.

Yet, anyone who is familiar with these innovative schools knows that they fall

far short of providing a truly humane learning environment, one that truly suits the needs of each individual.

Pius X High School in Downey, Calif., and other schools of the NASSP Model Schools Project have attempted over the past four years to incorporate the best of contemporary innovative strategy to change the learning environments of their schools. They have had varying degrees of success, largely dependent upon the local combination of leadership, teacher professionalism, and the commitment of the total school community. If there have been any lessons learned well, they are that innovation does not come easily and that truly effective change in schools demands everyone's effort. Nor is an innovation once established assured of success. Constructive change in schools is an on-going process and requires a continuing commitment of administration, faculty, parents, and students.

The major change in schools is from closed teaching systems to open learning systems.

The major change in schools is from closed teaching systems to open learning systems. In the literature of the past decade, there is a definite, long-term trend from the closed teaching systems typical of the industrial age (and of most traditional schools) to the open learning environment necessary for individualized learning. The trend manifests itself in the "informal education" of the British primary schools, the varying approaches of the "alternative schools," and the "education for human development" which is becoming more prevalent on the college and university level.

Moving from a consideration of teaching and the results of teaching, the trend is now toward a concern for learning and its inputs. In the light of the 50-year time lag between early innovators and late starters, however, I am doubtful that today's innovations can be implemented in most schools as early as 1980. Innovative leaders are not common and long-term commitments by faculties or communities are not common either. If we accept NASSP's Staff Utilization Studies* as benchmark, the year 2000 might be a more realistic target date for widespread implementation of the innovative design which I intend to discuss. Its outline will be present substantially in many schools by 1980, but its widespread implementation will have to wait for the future.

Developments in the Sixties, coupled with current trends, suggest four overriding priorities for education in the second half of the Twentieth Century:

1. *The Priority of Process (Skills) Over Content (Data)*—Carl Rogers in *Freedom To Learn* suggests that survival knowledge is no longer the appropriate base for schooling in the modern world. If we think in terms of the relatively unchanging environment experienced by primitives or aborigines, teaching in the classic sense is undoubtedly applicable. How to hunt, to find water, to build a fire, and the other essentials of survival are taught to the young as the only way to behave. Modern society's environment, however, is constantly changing. Today's knowledge will be outdated in a generation. Alvin Toffler suggests that contemporary students need learning, relating, and choosing skills. Learning skills demand that tomorrow's schools teach not only data, but ways to manipulate it. Students must learn how to learn and how and when to discard outdated concepts. They must also be taught how to relate to one another, how to make and maintain rewarding human friendships in the face of an increasing pace in the acceleration

* The Staff Utilization Studies were published in the Jan. 1958, Jan. 1959, and Jan. 1960 issues of the *NASSP Bulletin*.

of life. In addition, schools must address themselves to the issue of "overchoice." They must teach young people the skills necessary to identify and clarify as well as reconcile conflicts in their own value systems.

2. *Equality of the Affective With the Cognitive Domain*—The quality of the environment in which education takes place is becoming as increasingly important as the variety of data and skills that students learn. George Leonard blames civilization for opposing reason to feelings, for fabricating duty as a component of the job (the work ethic) and for creating a system of education better suited to producing automatons (for industrialization) than motivated, life-long learners. The implication is that present day education is a dull job with no pay and rotten hours. Education needs to liberate the learner, to remind him that being human is itself a changing, learning experience. Louis Rubin in *Facts and Feelings in the Classroom* suggests ". . . that we must seek to deal with feelings as well as facts, fashioning a curriculum that provides a better balance between cognition and affect."

3. *The Structure of the Learning Environment and the Variations in Human Motivational Styles*—Teachers who preach a democratic approach to life and learning are themselves often guilty of running an autocracy in the classroom. Alschuler and his associates in *Teaching Achievement Motivation* recommend that "to increase students' motivation in the classroom it is more important to change the *way* they learn than *what* they learn." Both the rules and the leadership styles in classrooms and learning environments can be modified, and of necessity must be modified if the varying motivational styles of students will be served. Some students require extrinsic rewards, ranging from the M&M candies of the behavior modification approach to the verbal pat on the back or daily grade of the traditional classroom. Other students operate fairly well on their own and require only occasional recognition that they are progressing. To treat all students in the same way motivationally is to risk continuous failure in an open learning environment. To motivate this performance is the teacher's most challenging role.

4. *The Need to Prepare Students for Future Shock*—The task of education is to train people not for work, but for living. The curriculum of tomorrow must include not only a wide variety of learning sequences, but it must provide a strong emphasis on future-oriented skills. If the individual is going to handle change, he must be equipped with the coping skills to allow him to adjust. Toffler suggests courses in "Future" as well as in history. He suggests reading the better science fiction writers for a sense of the creative and for stimulation to the imagination. He advocates using educational games and simulations to teach students social and technological alternatives for the future. He would have students write about the future, extrapolating about their own lives and the environment in which they will live. Each individual must be taught to be concerned about the future.

The task of education is to train people not for work, but for living.

Specifically, the schools of the Eighties will be moving from the traditional to participative modes of organization. The following characteristics will be present:

Climate. The school will reflect the movement in society from agricultural and industrial to post-industrial, mirroring a society that is knowledge-based and service-oriented. Schools will be democratic and self-renewing, not authoritarian. They will be people-centered rather than subject-centered, concerned about the individual and committed to alternative approaches to education rather than to the monolithic atmosphere of the traditional school.

Philosophy. The influence of modern learning theory will be reflected in an interesting blend of Skinnerian Behaviorism and the self-actualization psychology of Rogers, Maslow, et al. From an environment that stresses the teacher as almost the sole source of knowledge and the student as a passive listener, the school of the Eighties will recognize that learning can proceed from many sources—teachers, peers, community, learning packages, technology, etc. All students are capable of learning some things and some students are capable of learning many things. School philosophies will be eclectic blends of experimentalism, existentialism, and cognitive field theory.

Administration—School administrators will adopt democratic styles of management as opposed to authoritarian or laissez faire approaches. The function of administration will be to support other school personnel. School management will move from cautious to experimental, from low-risk to high-risk. Error will be tolerated as a means of learning new and better approaches to learning. There will be greater tolerance of ambiguity in the school environment, more interdependence and more recognition of the principle of subsidiarity between the levels of management.

Organization—Lines of authority will be clear-cut but flexible. Administrative hierarchies will stress horizontal as well as vertical relationships. Roles will be easily restructured for the good of school operation. There will be more management through committee operation, decision making by consensus and the use of task forces and *ad hoc* committees to deal with specific goals and problems. Schools will adopt new organizational sub-structures like the school-within-the-school or the house plan to reduce the ratio of administrators and teachers to numbers of students.

All students are capable of learning some things and some students are capable of learning many things.

Teacher Role—The teacher will move from presenter of information and classroom controller to that of teacher-adviser and facilitator of learning. As an adviser to a group of 25 to 30 students, he will assist students in developing their educational programs, scheduling their independent study time, and helping to settle their school and personal problems. He will be an institution builder—working with others to set and achieve common goals. He will be an interactor—creating personal relationships and personalizing teaching and learning. He will be an innovator—finding out what each student needs for progress and providing it; individualizing teaching and learning. And he will be more of a scholar than his 1970 counterpart—researching both the learner and the environment to determine how best to bring them together.

Curriculum. Continuing will be the present trend to implement individualized instruction through learning packages, multiple resource centers with print and nonprint learning materials, and the use of varying teaching methodologies such as small group, independent study, and discussion. The content of curriculum will become more present and future oriented rather, with greater efforts to teach the structure of knowledge and to stress principles and skills as the basis for future judgments. Traditional classroom groups will give way to small groups and to clusters of individuals working together for mutual goals. Traditional subject matter lines will tend to remain distinct but there will be a gradual blending of the goals and objectives of the various departments to achieve a quasi-core curriculum. Students will know very clearly what teachers require them to learn (a basic curriculum). All other courses or sequences will be elective in nature, providing

students many opportunities to make educational choices. The curriculum will be teacher and student determined but largely teacher generated. Commercial companies will begin to play a larger part in providing individualized learning materials of a flexible nature. The traditional textbook will be less used and will become merely one of several resources available to students. Sophisticated audiovisual equipment and computer-assisted or computer-managed instruction will be more readily available but will not yet play a significant part in the teaching-learning act.

Teacher-Student Relationship—Students will be viewed and treated less as a group and more as individuals. With the teacher as facilitator of learning and teacher-adviser, a much closer relationship between teachers and students will develop. Each student will be well known by at least one teacher on the staff who will act as his teacher-adviser during the entire period of time he is working in the school. Subject teachers will act as consultants or learning guides for students who need special help, additional information, or the special interaction that the teacher alone can provide. Variations on the differentiated staffing or staff utilization plan and the use of paraprofessionals will be commonplace.

Teachers will become experts in applying different types of motivational techniques to different students. . . .

Goals and Motivation—The broad goal of education will be the development of each individual so that he can function in our post-technological society. Intermediate objectives will stress learning how to learn, lifelong learning, developing personal talents and interests, and learning as a means of occupying increasing amounts of leisure time. Alpha and numeric grading systems will disappear and highly descriptive evaluations take their place. Competition among those who are not of equal talent will be deemphasized but competition among equals will be continued and encouraged (e.g. in athletic competition, drama, debate, advanced courses, etc.). Teachers will recognize a whole spectrum of motivational techniques to appeal to different types of students. Each student will be dealt with where he is and with the kind of motivation that he needs. Teachers will become experts in applying different types of motivational techniques to different students, helping them to move from extrinsic rewards and from dependent modes of learning to the more intrinsic motivation of the self-directed learner. Students will not be allowed to vegetate through three or four years of school; they will be required to learn a basic core of knowledge and encouraged to branch out into their own areas of interest.

Discipline—School discipline will emphasize a counseling approach rather than the punishment of misbehavior. Student misconduct will be viewed as the result not only of the student's own misinclination but as a whole combination of environmental, institutional, and individual causes. The role of the coordinator of discipline will evolve from policeman to ombudsman. All teachers will be involved in encouraging acceptable behavior on the part of their students who will also be their advisees. Attendance at school will be optional rather than compulsory since level of performance will be the basis of credit rather than mere physical presence. Rules governing the school environment, rules about procedures, grooming, and discipline will remain, but they will be democratically developed by all interested parties (administration, faculty, parents, students).

Communication and Feedback—School communications will stress an open flow and easy access between levels, both vertically and horizontally. Administration and faculty will encourage an expression of feelings from all segments of the

school community. There will rarely be a right answer to a given problem, merely a best approach considering all of the available alternatives. Survey instruments, questionnaires, and attitudinal inventories will be widely used to sample opinion. School administrators will work to achieve linkage between the various elements of the school community and to avoid blockage especially in the difficult upward channel from lowest to highest level of the organizational structure.

Scheduling—The school schedule for both teachers and students will be highly individualized. Teachers will develop their own teaching schedules which will resemble more and more those of university and college teachers. Students will be able to change their schedules whenever that is desirable, but forms of daily demand scheduling will be unnecessary because most students will want to change only when they have achieved a definite goal. The school schedule will be open-ended allowing students to spend as much time on campus or off campus as their own interests and talents and personal maturity warrant. Schools will incorporate the assets of an open campus with the security of a closed one. Students will be allowed to leave campus whenever their schedules call for an off-campus experience but will be required to remain at the school the remainder of the time. Some students will spend all of their time in community centers (colleges, businesses, or community agencies); others will choose to spend most of their time on the school campus itself. The school will tend to become more and more an advisement center and a central learning resource center for student reference.

Building Environment—New school buildings will be smaller and more flexible in space, combining a judicious use of open space with specialized learning areas. Enclosed spaces for small group rooms, teacher offices, and large group areas will be provided as needed. Independent study space will be open to foster a sense of student freedom and an informal atmosphere. The school will extend frequently and indispensably into the community. Learning opportunities will be provided in offices, businesses, museums, colleges and universities, in homes, and in any other special spaces where students can learn. Schools will retain libraries and resource collections but they will concentrate on specialized materials that cannot easily be found in community libraries.

Extracurricular Activities—The *in loco parentis* concept will have less and less functional influence on the operation of after-school activities. Extracurricular activities and athletic programs will be more peer controlled with adult supervision. Schools will continue to need careful insurance coverage, however, because of the increasing threat of suit. The costs of education will force schools to refuse responsibility for some student activities they have traditionally controlled. Community social and recreational agencies will begin to assume control once again over these activities (i.e. social events, lower level athletic programs, etc.). There will be much closer cooperation between schools and community agencies.

Finances—The funding of education will be a greater source of concern. The costs of school operation and teachers' salaries will continue to spiral. The funding base will include general educational taxes as well as the traditional property tax. State control of funding will become a reality in many areas by 1980. Federal and state tax-credits for private and alternate schools will be available to parents after Supreme Court approval.

Reform in any area of life is always difficult because it involves the replacement of old ways with new goals. Providing a structure and environment of education where each student will truly fit in is a formidable task. The ingredients are already present; the implementation will be rapid in some schools, slow in others. Not to move is of course to make a choice, and there will assuredly be many who will not move. The model for the school of 1980 is already present in many schools throughout the United States. The plan is ready for tomorrow.

My Crystal Ball Is Clouded

George Thawley
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IT IS ALWAYS dangerous to predict where our secondary schools will be in 1980 with regard to programs, personnel, and policies. However, the Seventies have already shown some trends that will have an impact on the future at all education levels.

There are several factors that can have an important effect on all education. Foremost is our inflationary economy. Program expansion, new or remodeled facilities, and increased personnel needs will require ample budget justification if they are to be supported by the voting public.

The entire question of basic funding of public education will have a great impact. State and federal court decisions will make state funding the basis for revenue rather than the local property tax. This change will create a leveling of public education within each state; but, unless the federal government takes an active role, the disparity of educational opportunity for students will still exist among states.

> One important outcome of career education is that it will end the general all-purpose secondary programs that rarely benefitted any student.

What follows is an attempt to identify specific areas within secondary education in which, I believe, changes will or should take place by 1980.

School Organization—School organization has varied greatly ever since we moved out of the little red schoolhouse. Although no significant trend toward uniformity exists, the middle school plan will continue to gain increasing acceptance and may actually replace the junior high.

The national decrease in high school enrollment of five percent by 1981 will change some schools.[1] It will alleviate the overcrowding and split schedules of some schools, but others may find it expedient to move 7th and 8th graders into what will become six-year high schools. If so, the movement toward middle schools will be affected.

Some large schools may have space to incorporate a junior college as part of their plant. Space is costly, and declining enrollments will require school boards

[1] "Statistics of Trends in Education," U.S. Department of Health, Education and Welfare, NO. 73-11104, Jan. 1973.

and administrators to develop alternative organizational patterns for maximum utility.

I do not see the year-round school as a viable alternative. The concept is not psychologically sound for all students, does not save money as some advocates would like to believe, and is not supported by most parents. Modern society is providing more recreational time and a shorter work week for all Americans, and I don't see education as an exception. Community colleges will offer summer courses for credit in high school buildings. (This is our second year of involvement in such a program.)

Teachers will create a kind of "shop steward" to represent them as a replacement for the department head on many issues affecting their welfare.

Team teaching will be used as one teaching technique but will decline as a basis for organizing teacher assignments. Differentiated staffing will increase with greater use being made of teacher aides and department clerks.

The computer offers immediate response to a problem. It will not be the panacea that some advocates contend, but it will certainly be a valuable tool for those who learn to utilize it.

Schools will continue to attempt more individualization of instruction. The continuous progress concept will grow in acceptance because it is a logical approach to an individual's learning pattern. Grade assignments, marking periods, and semesters are arbitrary time allotments that are used for the ease and convenience of educators, not students.

Administration—School administrators have experienced great role changes in the past decade. Teacher and student militancy, adult rights for eighteen-year-olds, changes in the legal authority of schools, and an increasing tax revolt expressed in school budget and referendum defeats have all made administrators reexamine their traditional positions.

Administration will demand men and women who can live with pressures created within and without the system. The autocratic principal will see his former unquestioned edicts more severely tested, and he will be able to implement only those that are reasonable.

Successful principals will increase their demands for a voice in teacher-board negotiations on behalf of the students in their schools. No individual teacher, board member, or central administrator has as complete an understanding as a principal does of the implications their negotiated contracts have on the students' welfare. The principal is like the U.N. between two hostile alliances with no power except that of persuasion. The principal has to do his best to operate with individuals and groups of teachers for the benefit of students. If principals do not assume this responsibility, students will organize and become a third force in educational negotiations.

Principals will spend more time in teacher observation, supervision, and evaluation. The increased supply of teachers and higher teaching salaries will require principals to be increasingly selective in recommending probationary teachers for tenure.

Principals will find their greatest challenge in providing a relevant education for *all* secondary students. Colleges will attract a smaller percentage of high school graduates during the next few years. Career education will become the "band wagon."

Principals will be bombarded with hastily prepared programs and materials. One important outcome of career education is that it will end the general all-purpose-no-purpose secondary programs that rarely benefitted any student. Alternatives for students will increase. There will be more college preparatory and non-college preparatory. Pre-vocational, vocational, technical, and pre-professional opportunities are some new alternatives that will require re-training of guidance counselors.

Teachers and Teaching—Teacher supply and demand will have a great effect on secondary education. Teachers will be evaluated more thoroughly, and tenure will be more difficult to achieve as all systems up-grade their standards. There will be a growing demand on the part of women to increase their number at the secondary level and, in administration, at all levels.

Teacher organizations will continue to gain strength and to have a greater voice in determining the total working conditions of their membership. Requests for accountability by administration and teacher involvement regarding curriculum decision making will create an important area of negotiations, but teachers will have to assume accountability in relation to the voice they have in decision making.

The lecture method of teaching will decrease as the use of technology and individualized programs increases. Teachers will be assigned and accept increased, but varied, teaching assignments. In return, such assignments as hall supervision, cafeteria duty, and study hall proctoring will be greatly reduced. Teacher aides will be employed to handle these less professional chores. With the over-supply of applicants, some teachers may very well have to accept such tasks to prove themselves worthy before assuming a teacher role as vacancies occur. A college degree in education will not be sufficient to get most teaching jobs. Most graduates will start as teacher aides and/or substitute teachers.

Teachers will retire earlier (55 in New Jersey now after 25 years of service). This will diminish some of the wealth of teaching talent available, but it will also open the doors to younger and more innovative personnel.

Curriculum Programs—Curriculum is the heart of our educational process. Every area covered in this article affects curriculum in some way. For example, career education will require that our curriculum be broadened to include learning units tailored to the needs of the career explorations being offered and the career opportunities within the area served by the school.

> Interscholastic athletics will increase in the number of sports being offered, and girls' teams will greatly increase. Other extracurricular activities will continue to decrease. . . .

There is a trend, too, away from the text as the central focus of a subject curriculum. Multi-texts, teacher-developed material, and technological equipment and materials will increase the number and variety of teaching tools.

Mini-courses will increase in popularity, but they must be based on the needs and interests of students. Do not institute mini-courses because it is the popular thing to do; do it because it serves an educational purpose not included in your present program.

The trend away from major-minor courses will increase. Each course offering in the curriculum will carry the same credit toward requirements for graduation. Completing the course requirements will be the test—not an arbitrary weighting of what is difficult or less difficult.

The greater variety of curricular offerings will require a longer school day. Schools may be in session nine hours a day, although no student or teacher will be required to spend the total time in school. Scheduling will be more individualized as students select the pattern of courses fitted to their career objectives. Increased learning alternatives will force more schools to operate summer programs. This again will serve selected groups of students who desire to broaden their learning or who wish to explore new avenues of learning.

Technology—Technology will increase in its value as a supplement to the teacher. New advances in television and audiovisual equipment will make these tools easier and more effective to utilize.

The computer will handle not only administrative tasks such as scheduling and data storage, but also many classroom teaching jobs.

Areas of the curriculum will find uses for the computer to enrich the education of gifted students, offer remediation to the slower students, and provide current research for all students and staff. The computer offers immediate response to a problem. It will not be the panacea that some advocates contend, but it will certainly be a valuable tool for those who learn to utilize it.

Television and films will be made by students as one more method of involvement in the learning process. Increased cable television will permit community viewing of classroom activities, thus offering a new area of public relations for a school system.

The teacher, however, will remain the key to optimum student learning. Teachers in general will show more confidence in and more acceptance of technology as valued tools of their profession.

Extracurricular Activities—A noticeable trend during the past decade shows a smaller percentage of students involved in extracurricular programs than previously. Club programs generally will decrease in popularity. Interscholastic athletics will increase in the number of sports being offered, and girls' teams will greatly increase. Other extracurricular activities will continue to decrease because of many factors: activities and job opportunities for students outside the school, unavailability of space because of increased interscholastic programs, lack of interest on the part of teachers to assume extra duties for the compensation involved, and the complexity of transportation after school hours. Small schools will probably maintain a higher percentage of student involvement because they will continue to be a center of community activity.

The educational crises of the Seventies which involved student and teacher unrest as evidenced by strikes, sit-ins, and general challenges to school authorities will be replaced by the crises in the Eighties involving the funding of public education, which will affect every school system as it struggles to maintain its present program. Pressures will mount to decrease costs by the elimination of non-academic courses and by increasing class sizes. Principals should become prepared to use all their resources—staff, materials, and facilities—as effectively and efficiently as possible.

Crucial Changes Are on the Way

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THE chorus that has chanted "change for the sake of change" and "change for the sake of human betterment" for the last 10 years seems to have lost either its breath or its confidence.

High schools have gone through a time during recent years when each new article in *The Atlantic, Harper's, The New Republic* or *The New York Times Magazine* drove us further in the search for a better and more relevant curriculum and purer relationships between our students and faculty. Added to this, each court decision forced us to hastily rework our rules and regulations. Last, but by no means least, in this symphony of change has been the teachers' associations and their contract negotiations. No one has the energy or vision to continue this festival of educational change in the years to come.

The changes that will occur in the next 10 years must be initiated by those within the schools in response to the really valid need for change that everyone working in the schools feels.

Whether we in the high schools are ready or not, it is time that we begin an assessment of just what our high schools are able and equipped to do. Once the assessment is made, we must rework the elements in our schools to do it. For all too long the high schools have been continually caught off balance by the barrage of criticism delivered by those who have vague, theoretical ideas about what is wrong and how it should be corrected. All too often the critics have had little or no immediate experience in high schools and even less understanding of the fragile nature of the institution.

The changes that will occur in the next 10 years must be initiated by those within the schools in response to the really valid need for change that everyone working in the schools feels. In fact, the truly critical parts of the high school have been untouched by the changes of the past 10 years. In the flurry of superficial change that we have gone through, the key areas have been overlooked.

The high school as an institution has grown out of several separate traditions which were somehow fused in the period between the World Wars to its present form. A major element in the mix was preparation for college admission. Even in

the least academic of communities, high school curriculum has been essentially academic.

The belief that high schools can and will provide for all the academic, social, and physical needs of its students and thereby effectively remove them from the many corruptions of society during the years when they are most vulnerable to temptation is basic to the organization of all high schools.

Also basic to the high school is acceptance that the larger the school the more efficiently it can deliver a greater variety of services and programs.

Finally, the ritual of high school graduation has been invested with special significance. It not only signals readiness for employment but more importantly is the only maturation rite in our society.

Despite the many changes of the past 10 years, there have been no changes in these key areas, although most principals and teachers sense that *these are the key areas that must change* if the high school is to better serve its students.

Real pressure has been building during the past several years, however, to effect change in these key areas. The growing demands for occupational and vocational programs does not signal the end of academics, but rather a long overdue redress of the balance in high schools between the academic and the vocational.

The almost total separation of academic and vocational in our secondary schools should not, and probably cannot, continue. The forces that are now working to bring the academic and vocational together include such diverse and contrary elements as, ex-Commissioner Sidney P. Marland, Jr.; the most radical students and faculty in the schools, who no longer find "satisfaction" in the purely intellectual; the most conservative parents, who are increasingly uneasy that four years of college may not produce a job; and the taxpayer who questions whether we can afford two separate specialized school systems.

If the high school is to respond to this pressure, it must make some basic changes in its organization, programs, and requirements and not just add courses to its business, home economics, and industrial arts departments. It is high school principals and teachers who seem most committed to making the significant yet very difficult changes needed to create a balance between the academic and vocational.

The concept of containment is barely working now, and by 1980 the practice of giving graduation credit for work done outside the school will have grown.

So this is the general situation as I see it in 1974; by 1980 several really major changes in the high schools will be effected.

First, the function of the high school as the place where all the educational and social needs of all the students in a community are met during a four-year period will end by 1980. The concept of containment is barely working now, and by 1980 the practice of giving graduation credit for work done outside the school will have grown. In Massachusetts the creation of open campus has started a series of changes which are transforming high schools there. Students are moving out into the community and to other available educational opportunities, and adults and the elderly are moving in as the community school idea takes hold.

It makes a great deal of economic as well as educational sense, too. If we were to design an institution to go bankrupt, we couldn't do better than the traditional model of the American high school or college. First it commits itself to providing for all the needs of all of its students for a set number of years. Then it

either takes in or finds itself with a group of students which it knows little about and which has an almost infinite variety of skills and interests. As if that weren't enough, it gets locked into a tenure system which guarantees that either unemployed teachers or unsatisfied students will result when teachers don't meet their needs.

The economic squeeze is already gripping the colleges and universities, and many are finding that they can fill empty seats in their classrooms with qualified and interested high school students who stay in high school for all but one or two courses and come to colleges as special students. The same trend must occur in occupational and vocational education because of the extremely high cost of separate occupational programs. The numbers of students in these programs can be effectively doubled just by allowing high school students to split their time between their high school program and the special courses and experience offered in occupational and vocational programs.

. . . High schools will be able to focus their energies upon doing what they can do best.

This trend is a most healthy one, although it poses some challenging problems to the high school principal. The most critical problem is the school's diploma requirements and procedures for granting credits. Unless responsible changes are made in our traditional and academically oriented high school diploma requirements, the changes of which I speak will produce utter chaos as the present system collapses because of its own rigidity.

If all the people involved, high school principals, university and college deans, occupational and vocational directors, and community college presidents can get together and create such a flexible system to allow students full and ready access to all the educational opportunities in a region or community, education in the high schools will take a gargantuan leap forward by 1980.

Perhaps the most positive aspect of this leap will be that high schools will be able to focus their energies upon doing what they can do best. Young people have special needs as they make the final transition from youthful dependence to adulthood, and high schools will truly succeed when they address themselves to these needs.

If I am right, the high school in 1980 may be a very different and much more exciting place for both students and faculty. Gone will be the useless and arbitrary struggle of senior slump and a June graduation. Gone, too, will be the endless wrestle as teachers are charged with keeping all students within the four walls five and a half hours a day, 180 days a year until the totally artificial day in June when they are released. High schools will not be imitation universities, neither will they be upgraded elementary schools, but rather vital and dynamic places with challenging and satisfying programs for students and teachers alike.

Eastchester 1980. . . .

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THE Eastchester Senior High School has projected 1980 as the year it will complete a major re-vamping of its educational program. Three areas of the school's learning systems are scheduled for evaluation and re-design.

The first area, currently in progress, is curriculum. The second, now being considered, is the examination and design of evaluation procedures stemming from the program that emerges from the curriculum re-design. The third will be with the internal governance of the school, its program, and its administration. This last area has had only very preliminary attention and no specific directions have yet been identified.

Curriculum—Eastchester High School in 1980 will have four broad areas of student involvement in its learning systems. For the purpose of identification, these areas can be classified as custodial, traditional, free-wheeling, and an evening extension program. The prediction as to what the high school will be like in 1980 is based upon an analysis of the needs of the student body as evident from the past five years and present plans, which are designed to reshape the academic structure before the close of the 1975-1976 school year.

This description of the future is highly over-simplified. One must realize that despite the fact that four distinct learning programs will exist, the individual student can move freely from one to the other without loss of time, academic experiences, or direction.

Phase I went into effect in September of 1973. It requires most courses to have a one-semester basic structure. Some of these one-semester courses will be totally self-contained; others will be part of one-year and two-year sequential courses.

Phase II in the program is scheduled for the 74-75 school year. This phase requires that those subject areas now being taught as monolithic courses be sub-divided into one semester courses that will provide opportunities for in-depth studies. As an example of this, the tenth-year English course that is required of all students will be divided into first and second semester courses. Such an arrangement will provide the opportunity to change teachers and time periods at a mid-year break.

In Phase II (74-75), the English curriculum for grade 10 will be extended to include at least 10 one-semester courses which are to be developed from the topics and units now part of the tenth-year program. The proliferation of courses in this area will be paralleled in other academic areas that have utilized a single one-year course as its primary offering.

As a result, it is expected that in 1974-1975 the English course offerings will include 30 to 36 one-semester courses, as will social studies, science, and mathematics.

When this time-table for the identification and preparation of these one-semester

courses is accomplished, we will remove all the present grade-level restrictions. Subject to appropriate guidance as well as demonstrated abilities, the course offerings in the areas of English, social studies, mathematics, and science will be open to all students regardless of grade-level placement.

We anticipate that this increase in the diversity of offerings will totally eliminate tracking as we know it. Within the course spectrum available to all students will be those ranging from the remedial to the highly creative and demanding.

Phase III, scheduled for the 1975-1976 school year, will introduce the continuous-progress concept in all appropriate courses. The first group of courses to be designed along these lines will be the skills courses in business education. From there, we hope to apply the concept to the more abstract and academic courses.

This approach to the organizational structure of the school will require departure from all the patterns now used, whether they be "egg crate" or "flex mod". . . .

By June of 1976, Eastchester Senior High School will have made a major change in the structure of its learning system. In addition, changes in the school's other systems are planned. A minimum-competency program, for example, is being introduced by New York State for the non-motivated, poor achiever. When this program goes into effect, students in this category will have definite, mandated criteria determining their school progress. These students, for whom the school provides a custodial service, will now be faced with the choice of meeting minimum academic requirements or leaving school. On the hopeful assumption that most of them will remain in school, it will be necessary to extend the learning experiences that make their attendance worthwhile and meaningful to them.

We plan to design courses for them in the remedial range that will deal with their interests and that will attempt to develop social-interpersonal skills they will need, regardless of what economic direction they take upon leaving school. The custodial program then will consist of remedial and basic competency in English-language arts areas, social studies, mathematics, and science and will be supplemented by programs designed to develop personal and social competencies.

Students who will be engaged in the traditional program will pursue courses of study resembling those now in effect, with one major difference: a great emphasis on self-directed learning. Independent study, programed instruction, computer-assisted instruction and artifacts described as learning activity packages will require the student to pursue learning at a rate and with a technique that is appropriate to his learning style. By and large, this will take many students out of the classroom for most of their learning activities and have them come into contact with a teacher only for the purpose of assistance and evaluation. This approach to the organizational structure of the school will require departure from all the patterns now used, whether they be "egg crate" or "flex-mod," and will require the development of different ideas concerning the availability of resource materials.

The demands of those students with learning styles incompatible to the formal acquisition of knowledge may require alternate programs such as those now being tested around the country. It is reasonable to predict that, in a student body of 850-plus, 15 percent of those students will be following a program of learning that is virtually unknown at the present time.

This cluster of students will have their learning systems geared to a free-wheeling concept that says, in effect, "Let's look into the dimensions of the culture and

extract from the culture, community, and society those things that are significant to us for which we find a personal need." Students in these optional programs will set their own learning goals.

The fourth program referred to, an evening extension school, will have to be developed if the limitations of the three previous programs are to be offset. It is likely that students who complete what I have labelled the custodial program will realize, when out of school, that basic competency will enable them to operate only on the lowest level of technological and economic sufficiency. The extension program will enable these students to return to high school after an absence of any length of time and pursue courses that have particular value to them, whether they be an extension of the basic competency areas or whether they develop new skills in new areas that are related to personal and economic growth.

Adequate evaluation will require the development of a variety of systems, ranging from the highly objective and easily measurable to the highly subjective and difficult to measure.

Likewise, the extension program will enable those students for whom the traditional program is adequate, but too slow, to extend the range of their learning, to accelerate their high school course, or to explore areas outside the traditional high school program. Possibly, the courses offered in the evening extension operation will serve the needs of the free-wheeling student, also.

Intrinsic to these four categories of learning experiences will be a community service dimension that will be available to all students. It is very likely that graduation requirements by 1980 will require evidence from each student that he has performed community service during his senior high school years.

Evaluation—Evaluation of pupil progress will range from the highly subjective, mutually identified programs of students in the optional programs to the evaluation of students in basic competency areas. There is no single system that will enable the evaluation of both ends of this spectrum with the same tools and techniques. Adequate evaluation will require the development of a variety of systems, ranging from the highly objective and easily measurable to the highly subjective and difficult to measure. The introduction of continuous progress activity will require the development of evaluation systems that grant partial or fractional credit for progress made. The affective aspects of a school must be evaluated, also.

Governance—Governance has received so little attention at Eastchester that nothing specific can be projected. The goal is to have maximum student, teacher, parent, and community involvement in the policy-making and implementation of the school's program. Viable models from different parts of the country reported to be doing this will be investigated.

By 1980 the school's program will be geared to rapid adjustments to new demands, will provide internal flexibility, and will accommodate the specific and unique needs of the vast majority of the student body. We hope it will blend the traditional with the new in a way that offers maximum opportunity for each student to acquire all of the knowledge, skills, and attitudes that will enable him to be totally self-sufficient in a very complex world.